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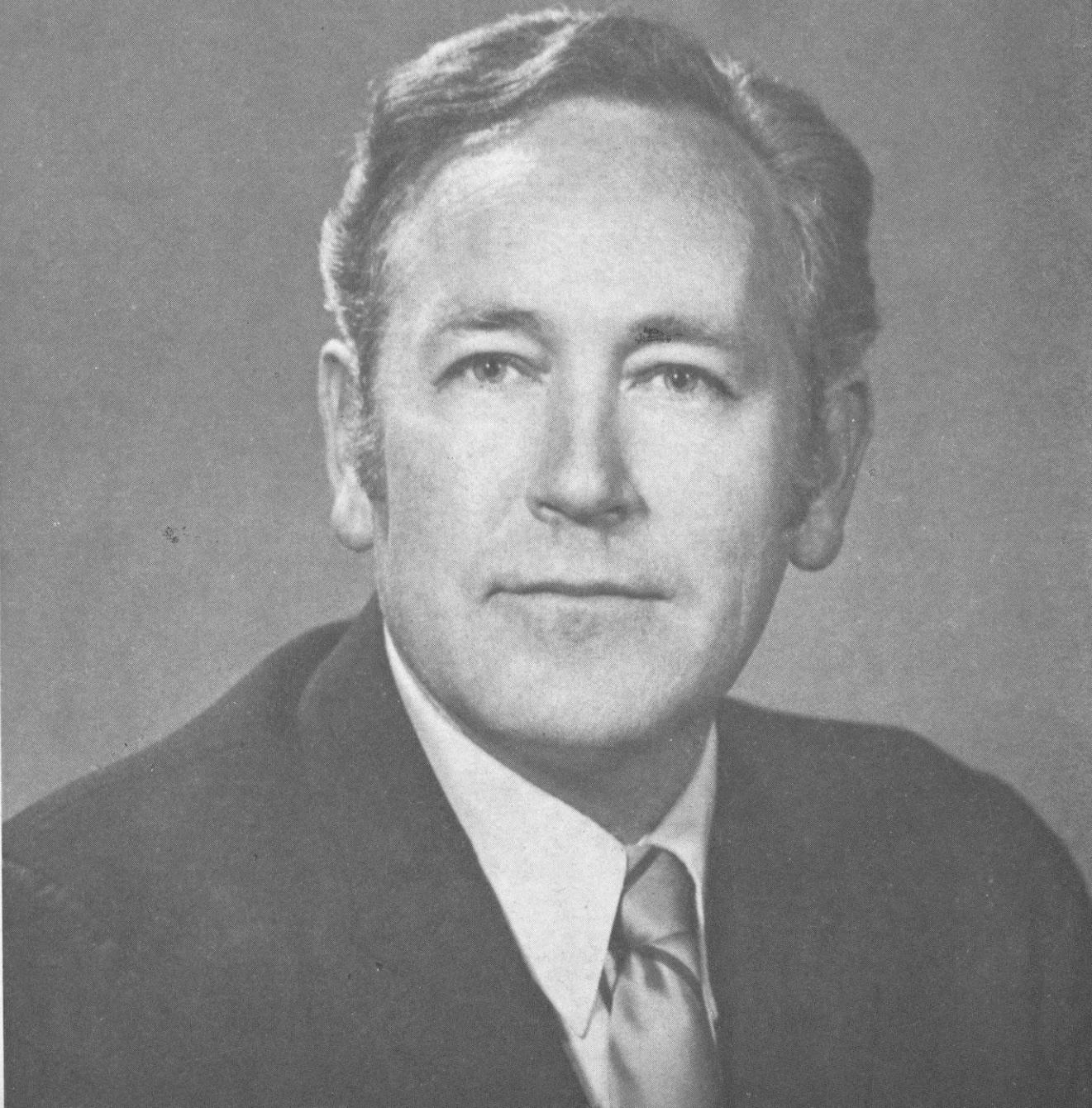
American

Total Communication -- A Working Concept:
MARYLAND'S DAVID M. DENTON

THE NATIONAL MAGAZINE FOR ALL THE DEAF

October
1971

50¢ Per Copy



Total Involvement As Well . . .

Dr. David M. Denton: Total Communication

By PAULA J. OTTINGER

Dr. David M. Denton is a man who relishes involvement, action and change. As the superintendent of the Maryland School for the Deaf, he makes things happen which affect not only that school, but the entire world of the education of deaf children as well.

Primary among the innovations he has been responsible for is the development and implementation of total communication as a working concept. The Maryland School's adoption of it as the most appropriate means for improving the language development and academic achievement of deaf children is a landmark in the history of the profession. It is also the achievement which is the high-water mark in Dr. Denton's fast-paced career, which began only 10 years ago in his native state of North Carolina.

Born in Robbinsville, the fifth of six children, David Denton learned early to accept responsibility. The only son left at home during World War II, he assumed many duties with the family's new dairy herd. He later served four years in the Armed Forces himself during the Korean War, leaving his senior year in high school to join the Air Force and returning to graduate with his class.

After his stint in the military, Denton began his career as a professional musician, singing and playing guitar. A job at Cumberland Falls State Park, where he worked in a lodge as both desk clerk and entertainer, let him combine two of his great loves in life—music and the outdoors. The park was a favorite place with young people seeking summer employment, and it was there that he met Peggy West, who was working as a waitress. Six months later they were wed.

In the meantime, Denton's musical ability had earned him an invitation to appear on Arthur Godfrey's Talent Scouts program in New York City. However, he decided instead to go to college. It was while he and Peggy were enrolled as freshmen at Cumberland Junior College, Williamsburg, Kentucky, that they were married.

After graduation from Cumberland, Denton entered the law curriculum at Mercer University in Georgia. He enjoyed his work, and was doing well, when illness forced him to leave classes for two weeks. Due to the highly concentrated presentation of material, it was the school's policy that students missing large numbers of classes would have to repeat the semester, rather than simply returning to classes. So Denton, out of

school and in need of a job, decided to return to North Carolina to look for work. It was in Morganton that he had his first fateful exposure to deafness.

While there he continually saw students from the North Carolina School for the Deaf, and, watching them, he found that he felt "left out of something." He visited the school and applied for part-time work there. Finally he made the decision to resign from his job as a quality control engineer, which he found left him completely dissatisfied, and return to college to major in special education. Looking back now, he muses, "I never dreamed that I would teach, especially the deaf. But from the time I came to Morganton, I never seriously entertained any idea other than teaching the deaf."

Thus his career in the field of deafness began. He entered Lenoir-Rhyne College in Hickory, North Carolina, which offered a special education major in conjunction with the North Carolina School for the Deaf. While he was still enrolled in the two-year teacher training program, he began to work at the school, teaching, coaching and interpreting.

Following his graduation from Lenoir-Rhyne in 1960, Denton filled the newly created post of dean of students, and at the same time served as head basketball coach and assistant football coach. The next year he was accepted both at Northwestern to study under Dr. Helmer Myklebust and at San Fernando Valley State College. Realizing that his interests were administrative rather than clinical, he decided to attend San Fernando's Leadership Training Program.

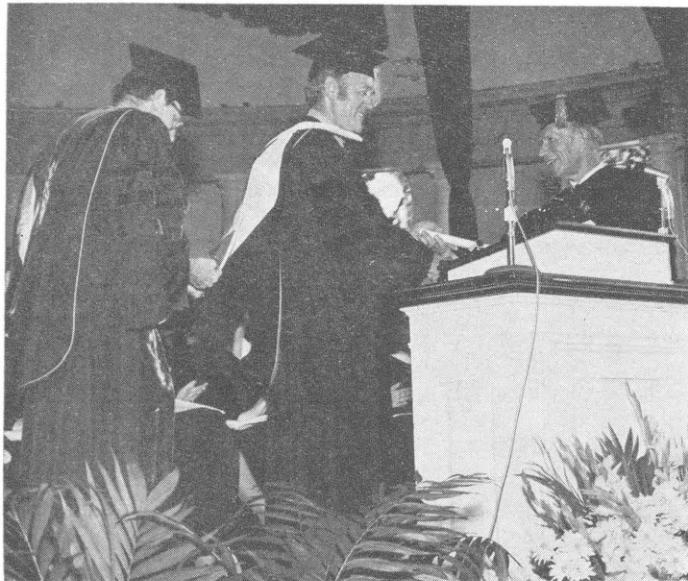
He left the North Carolina School for California in January and returned the following September as coordinator of teacher training—the training he himself had been enrolled in little more than two years before. He served in this capacity only one year, being appointed principal of the school the next year. Three years later, in 1967, he came to the Maryland School for the Deaf as superintendent.

During the time he was getting his initiation to deafness at the North Carolina School, the school's superintendent was Dr. Ben Hoffmeyer, the man Denton credits as his first teacher. "He did two things which helped me professionally: He had an abiding faith in me, and he took every opportunity to involve me. It didn't seem to matter if I made mistakes."

It was these early years that provided the insights into the problems of deaf children that began Denton's thinking



TWO-CAMPUS PLANNING—Left: Gathered around a model of the Frederick campus of the Maryland School for the Deaf are, left to right: Mark Wait, supervising teacher; Richard Gays, supervising teacher; Miss Margaret Kent, principal; Dr. David M. Denton, superintendent; Kenneth Kritz, associate principal. Right: Discussing the new Columbus Campus are, left to right: Ed Sonnenschein, architect, Perkins and Will Partnership; Richard Gays, Mark Wait, Kenneth Kritz, Miss Margaret Kent and Superintendent Denton.



HONORARY DEGREE—At the June commencement at Western Maryland College, David M. Denton was awarded an honorary doctor of pedagogy degree by Dr. Lowell Ensor, WMC president.

about communication. The roots of his formulation of total communication can be found here. "Always," he explains, "from the time I taught my first class, it was obvious that the foundation for every child-teacher relationship was communication-free and easy, mutually understood."

This feeling was intensified when, as dean of students, he really had to live closely with the children. "I was deeply involved in their lives, and I saw that everything centered around communication." As he progressed in the field, this conviction grew deeper. The graduate work in the Leadership Training Program strengthened his views, as did the fact that his genuine enjoyment of the company of deaf people emphasized the need for effective communication.

Finally, when he became principal of the North Carolina School, he had a chance to test his ideas. He succeeded in having the Rochester Method adopted throughout the school. "We were excited about the acceptance of the Rochester Method and felt positive about the benefits of the program," he reported. "But we knew we still were not reaching the babies." It was at this time that Denton did his nationwide study that revealed the great underachievement of deaf students. The results made him question even more than before the use of strictly oral methods of communication, and he was convinced by the data that fingerspelling was not necessarily the answer.

And so it was that he came to the Maryland School feeling the need for a system of communication which would promote intellectual expansion and full socialization in the deaf child at an early age. He wanted a system that would "let children be people." He found at the Maryland School an atmosphere ready for change and accepting of innovation which offered an unusual opportunity for developing his theories. The school was being pressured to take in students who had failed in other programs. "And," he adds, "the need for the development of comprehensive statewide services for deaf children was obvious."

As he worked together with Miss Margaret Kent, the principal of Maryland School, and Mr. Kenneth Kritz, the vice principal, the problem of a more effective approach to communication was an ever present consideration. Research and clinical observations from linguists, psychologists, teachers and the deaf community played an important role in their thinking. "We could not ignore what other disciplines were telling us about communication," Denton explains, "and as we talked, and read and tried to build, the concept of total communication just evolved. It recognizes and is based on what we know about language—that it expands through usage."

He, Miss Kent and Mr. Kritz were in agreement. Thus, in his landmark paper, "To the Profession" published in October of 1969, it was announced that the Maryland School had formally

Great-grandfather And Grandfather Strong Characters

David Denton's great-grandfather, John Hamilton Denton, moved into the Great Smoky Mountains of Western North Carolina in 1879, when David's grandfather, Charles Denton, was only 11 years old. Great-grandfather John cleared a piece of land out of the heart of what is now the Joyce Kilmer Memorial Forest. He built a sturdy log house, the chimney of which still stands, and he planted apple trees by the dozens. These apple trees grew from seedlings which he carried on horseback from the Cumberland Gap area where he fought during the Civil War.

John Denton was captured and imprisoned during the seizure of Vicksburg but, being a mountain man who lived freedom, he escaped and returned to his outfit. He made the journey on foot all the way from Vicksburg to Lynchburg, Va.

John Denton was a giant of a man, standing 6 feet 3 inches in his stocking feet. He became a legendary figure in the early settlement in the mountains of Western North Carolina.

David's grandfather (Charles Denton) was the oldest son of John Denton. He grew up with the Cherokee Indians and learned the Cherokee language—as the son of deaf parents would learn the sign language. He studied mathematics at what was at that time Hiwassee Academy in Georgia. As a young man, he served several terms in the North Carolina General Assembly and then enjoyed a career as a surveyor for over 50 years, spending most of his time working for the Eastern Band of Cherokees. He established the boundaries and mapped the entire Cherokee Reservation in North Carolina. He was a highly skilled interpreter for the Cherokees.

adopted total communication. The term was officially defined by Denton as:

... the right of a deaf child to learn to use all forms of communication to develop language competence. This includes the full spectrum of child devised gestures, speech, formal signs, fingerspelling, speechreading, reading and writing. To every deaf child should also be provided the opportunity to learn to use any remnant of residual hearing he may have by employing the best possible electronic equipment for amplifying sound.

But this major step forward was only a beginning, not a final goal, for Denton. His energies were now devoted to making a reality of total communication in all its phases. It



SUPERINTENDENT AND STUDENTS—Dr. Denton is shown with a group of primary students. The girl at the left is telling him about "catching a dandelion blossom."



SOME DENTONIA—Left: David M. Denton while attending Cumberland College, Williamsburg, Ky. Center: Peggy and David Denton when their record was released in 1965. Right: Dr. Denton with Mrs. Alice Adams, his administrative assistant whom he calls "my right arm."



NEW ACADEMIC BUILDING—Mary Parks, a MSD student, and Superintendent Denton discuss a model of the new academic building on the Frederick campus.

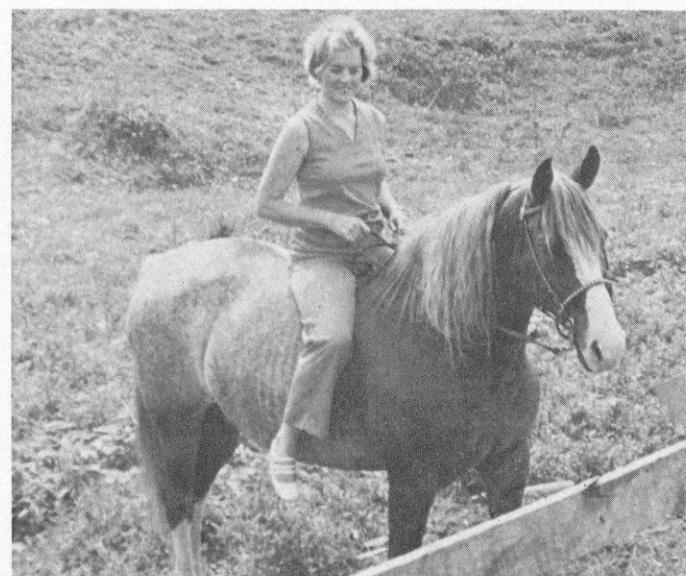
involved much more than simply the mechanics of conveying thoughts to the deaf child. He wanted to develop full services for the whole environment of the child—all the things that would touch his life, mold his personality, determine his future opportunities. "Any deaf child," Denton asserts, "is entitled to a full set of educational services, beginning at preschool and continuing straight through. The child must be provided with a program with continuity. And thinking only of the classroom is not enough. The child needs a community to give him a sense of identity. It seems to me that if we are the state's educational service for the deaf, then we must consider all aspects of the child's needs."

So he launched a series of innovations, many of which were accomplished through his own creativity and efforts. Teachers at the school who could not use total communication were taught how to sign and fingerspell, as were the house-parents. Communication classes for parents were established throughout the state, and parents were urged to take advantage of them. This was a vital step in the psychological well-being of the children, who ceased to be isolated from family life when communication was established. Feedback from parents has been excellent. "It's almost like seeing a family start over again," Denton reports. "The most revealing thing is what the children say when their parents learn to sign: 'Mommy and Daddy are deaf now.' Parents cannot speak too highly of the change."

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Next Denton tackled the need for a teacher training program. He had realized when he arrived as superintendent in 1967 that competent professional staff was the backbone of any good education program. In August of his first year he was faced with 13 teacher vacancies. He worked closely with nearby Western Maryland College to develop the program, and he praises that school's philosophical and financial commitment as outstanding. The search for someone to start the program ended with Dr. McCay Vernon, a longtime advocate of a more liberal approach to communication, who is now a professor in Western Maryland's Psychology Department. The program, which began in the summer of 1968, has blossomed into a full-time curriculum offering on both graduate and undergraduate levels, and is directed by Mr. Britt Hargraves.

Another necessity in Denton's total educational plan was the establishment of a preschool for deaf children. It is through preschool and parental use of total communication that the rewards of total communication will best be realized. "The real value of total communication," Denton believes, "is in its facilitation of early language development." Preschool is now a part of the Maryland School's curriculum, and Denton hopes in the future to expand the preschool through numerous "satellite centers" across the state. These would allow personnel to bring important services into the homes of young deaf children.



Mrs. Peggy Denton is riding Dr. Denton's favorite horse "Jubal," a Tennessee Walking Horse.

Also included in Denton's total view for the Maryland School were the expansion of services in Frederick and the establishment of a second campus in Columbia which is now underway. Funding has already been obtained for the expansion of the Frederick campus, which will increase enrollment from the present level of 330 to between 450 and 500 students. The new academic building is under construction, and a new gymnasium and vocational building are "waiting in the wings." The Columbia campus, though not yet a physical reality, is well on its way to being one. The facility will eventually serve 350 to 400 children, including a unit for 50 students with multiple handicaps.

In addition to all the duties involved in developing and maintaining his program for the Maryland School, Denton finds time to serve nationally in the field of deafness in numerous other capacities. He is a member of the Maryland and the National Associations of the Deaf, of the Registry of Interpreters and of the Conference of Executives of American Schools for the Deaf. He serves as a consultant to the Federal government, and he travels widely, lecturing on total communication and explaining its importance. In addition, he is now the president-elect of the Council of Organizations Serving the Deaf.

His commitment is deep on a more personal level as well. He has many contacts with deaf persons, both within the school setting and outside of it, and finds much of his social satisfaction in personal friendships with deaf people. His wife Peggy, in describing his relationship with the deaf, says this: "He is honest with people, almost to a fault. The deaf, who as a group have experienced a lot of discrimination, sense his honesty, and they trust him." "I try to have a basic faith in people," says Denton. "Trust breeds trust. I can't coast along with superficial involvements. People and involvement are important to me."

Despite all these demands on his schedule, he still finds time for relaxation with his wife and children, David Junior, 13, and Mary Margaret, 10. Love of the outdoors is still with him. He recently bought an old farm in a small community near Frederick, where he keeps horses. Riding together has become a frequent family activity. In addition, Denton enjoys hunting and fishing, and one of his hobbies is making guns, the stocks of which he carves himself.

Musical activities have become almost a hobby of the past. While they were still in North Carolina, he and Peggy sang together on radio and television programs and had made a recording. They were preparing an album at the time they moved to Maryland. Since then music has been relegated to a "for personal enjoyment only" standing. "We enjoyed performing; it was fun," Peggy comments. "But what he is doing now gives him much more satisfaction."

The truth of this statement becomes apparent to anyone who knows David Denton. Of all the activities and achievements that are part of his life now, the one thing which gives him the most satisfaction is the national success he sees occurring for total communication. The endorsement by the National Association of the Deaf of total communication, using his definition, Denton feels to be one of the most rewarding honors he has received. All of his personal hopes for the future are wrapped up in his plans for the continued growth of services offered at the Maryland School, and in the further acceptance of total communication.

He finds living a full and gratifying experience. "I think life has been very good to me. I've been able to be involved in something totally consuming and satisfying. There have been many times of discouragement, but I don't know that life or a career could have offered any greater opportunity for challenge and involvement than it has for me. I feel as turned-on now as ever."



FAMILY PICTURE ON THE FARM—The Dentons have a little farm at Mt. Pleasant, Md., northeast of Frederick where they keep their growing "herd" of horses. Left to right: Son David, Jr., age 13, with "Lady," a Tennessee Walker; Wife Peggy on "Jubal," Dr. Denton with "Rush Creek Alice," a purebred Arabian; Daughter Mary Margaret, age 10, with "Almarah Signature," a purebred Arabian colt.

National Theatre Of The Deaf's Fourth Tour Abroad

By DAVID HAYS, Director, NTID

Our fourth tour in Europe and the Near East—can you believe it? Maybe it's harder for us to believe, knowing the smiles of sympathy we met with when the idea of a professional company of deaf actors was first suggested.

An interesting tour—some of our best moments, some of our worst. Our best—the gratification of being invited to return to the great Festivals in Dubrovnik (Yugoslavia) and Israel. We went to these festivals in 1969, almost as favors to us by the presentors; now we return because of our success. We meet old friends and glorious audiences. In Holland, a new festival for us, we had only standing ovations—perhaps the thrifty Dutch don't want to waste noisy applause on deaf people—they stand instead!

And the worst moments—at the VI World Congress of the Deaf in Paris—certainly the most interesting part of this report. Let me set it in perspective by describing the entire tour.

We leave JFK Airport on the midnight flight to Amsterdam, the day after the close of the Summer School. The trip to Amsterdam for the Holland Festival started with a scrap at JFK Airport—almost a carbon copy of the battle two years ago. It is 11:30 at night, an hour before our flight. I've tried to warn the airline that we will accept no last minute nonsense before we fly—we've had these tickets for months now. But here it comes—a steward with a fistful of "waivers." The company has been warned, and no one signs them. Now he comes to me and starts—"The deaf people must . . ." "No—absolutely not," I interrupt. "You tried this two years ago and failed. We will not sign away any of our rights." He goes away, comes back. "This is only to notify the captain where you are," he says—"That's all." We read it. It clearly states that we have infirmities and therefore do not hold the airline responsible, etc., etc. "Why did you lie?" I ask—and the battle is won, easier than last time, when it grew into a toe-to-toe confrontation with the captain himself. "We're here to establish rights, not give them away."

Night traveling is a part of our lives now, bus or jet, little difference. In Amsterdam a full staff of Festival representatives, about 10 people, out to meet us—waiting an extra hour for the late plane. We are passed through customs and led to a fine bus which takes us to our hotel, and after a nap we meet with the Festival staff to get all final instructions and

make some last-minute adjustments. Our sets and costumes are in the theatre—they arrived by boat.

Holland is small. We are centrally located in Amsterdam and all the cities are within reach. Our first performance is at The Hague. Technical crew of four leaves early, picked up by a Festival car. They direct the unloading of the truck. Sets are uncrated and assembled and the stage is taped. Lighting, specified months in advance, is finally focused. Costumes are distributed to the assigned dressing rooms, ironed, checked for repair. The company is picked up in mid-afternoon by bus and arrives in exact time for a quick run-through of both plays. A snack, then we perform to a full house. At the reception after, we meet members of the Dutch Association for the Deaf, full of enthusiasm.

Good press—all carefully alerted. The next day Amsterdam, then Rotterdam. Then to Hilversum, a great television center 40 minutes from Amsterdam, for a taping of our "Woyzeck." This has also been prepared for months. The director and a translator were sent to Waterford, where special run-throughs were given for their study. Now we rehearse and shoot. This is our hardest day—at the studios at 8:30 in the morning, finish taping for the day at 5:30, back to Amsterdam to perform. The next day—the same schedule, we finish the taping with almost 10 seconds to go to quitting time.

No performance that night. We rest; the next day go to "Effatha," in Voorburg, near the Hague. This is one of Holland's five schools for the deaf, holding about 250 pupils, now on vacation. We take over a dormitory and the two little kitchens. For the next week we rehearse two of our five fall pieces, directed by Bernard Bragg and Dorothy Miles. We also make a film—hardly an effort because a film team funded by the Dutch government simply follows us about as we work and relax. We also spend an hour a day rehearsing a second television show, later taped by a mobile unit in Amsterdam. A good week. Some of the company are ill at ease with the memories of their own childhoods, brought back by this institution. But it is a pretty place. We buy a rubber boat and row in the canals adjoining the school.

Next, Yugoslavia. We have had time off, and assemble from all directions—some meet in Vienna, others have come in earlier from Venice. Again we are met by staff, put on a bus for the thrilling ride to Dubrovnik, where we are staying

at the beautiful Argentina Hotel, cut into the Adriatic cliffs. A reception given by the ambassador and staff, two fine performances in Fort Revelin. Then on to Herceg Novi, another spectacular seaside resort, where we play outdoors, on castle ramparts in the ancient town.

And the telephones are always my headache—as if in revenge for my good hearing. In Yugoslavia they are bad—an hour to get the next town, 12 hours to reach New York for some details. That's how I spend half my time—in these frustrating communications with the next town, the last town, the next country. But better two hours of my time lost than a half hour of the company's time, sleep, work or play. At one point in Herceg Novi, I became so furious that I put down the dead phone and took a cab 30 miles to see the person. Very satisfying.



The National Theatre of the Deaf company performed at the 1971 Holland Festival. Shown above (left to right) are P. Frelich, F. Norman and L. Bove. (Photo by R. Steinberg.)

Then to Kotor, an old town where Peter the Great studied navigation, set in glorious sheer mountains in a deep bay. The theater is a tiny early nineteenth century playhouse—everything on the second story. Sports car races block the road—we walk from the bus, rehearse on the tiny stage and eat nearby. The lights go out in a light rain. They come on again—but not in the part of the city where we perform. The theater has a few candles; we collect more and wait. Performance is scheduled for 8:30, at 8:15 we start makeup by candlelight. We will need almost a half hour of technical touch up before we can perform. When is the deadline for power restore? We can't wait too long—the sets and costumes must be on the way to Paris by 11:30. At 8:30, I speak to the manager (thank goodness embassy staff has been with us—Serbo-Croatian is a hard language). The suggestion is that we play in the lobby by candlelight—give at least a half hour sampling of our work to people who have come a distance to see us—we make sure that the money will be refunded.

We parade across the courtyard carrying candelabra, and begin with our Little Theatre introduction, then Haiku, and "The House That Jack Built." The candles are holding up well. We decide to present all of our "Journeys." Mimi Jankovit, of the embassy, expertly translates into Serbo-Croatian for the hearing audience, fitting her words between those of Bill Rhys, Carol Flemming and John Basinger.

The audience is standing or seated on the floor. The candle glow in the marble lobby is exciting—it is a high point of our performing lives. Working under difficulties is our job—if we can make these plays come alive. But no luxury can please us if the theater work will die. The candles last through, and we end to a marvelous ovation by the little audience. We carry the sets down the dark wooden stairs by candle, cigarette lighter and one flashlight. Some of the audience return, bringing candles from their homes. Then rain in the courtyard. The lights go on, and we continue comfortably by floodlight. Mary Beth has hit her head on the marble floor during "Journeys" and is in great discomfort, but no doctor is available. A horrible bus accident, common on treacherous mountain roads, has taken all doctors to the scene.

The customs men arrive, we seal for Paris and return to the hotel, an hour away in Herceg Novi.

On to Paris. The flight is delayed an hour and more; it is hot and uncomfortable. But the excitement of the World Congress carries us on—still. On arrival at Orly, 9:30 at night, we look for someone from the Congress—we sent a special cable three days before asking to be met. Remy Charlip is there—another of the directors of our new work, now writing a book in Paris. Also Hyke Heinen, the Swedish-Dutch wife of the Dutch translator, who helped my wife and daughter prepare our meals at Effatha, drove us about town and cared for us with affection.

No one from the Congress is there. We scramble for cabs; none will take us. They've never heard of the address we poke at them. With the help of a policeman, we get our five cabs, one by one, and after **all** of them get lost as the meters tick, we arrive at a place called "The Central School for Arts and Manufactures." Concrete buildings, no central office at night. Bernard finds a student officer who has been told about us, through some miracle never explained. He throws 20 room keys on the floor of the filthy, dark lobby, hands meal tickets to our stage manager, points to a pile of hand towels (one each), tells us where to find the dining hall and leaves. It is midnight. My wife and I find our way to separate and dirty cubicles and sleep.

Continental breakfasts are light—and these at the School are lighter—coffee and a roll (pay extra for a "croissant")—and we had been promised "full board." No one from the Congress staff is here. Bernard somehow finds a mimeographed sheet listing Wednesday's performances: at 8:00 a company from Germany will perform "Romeo and Juliet" in 5 scenes. At 10:00, we are to perform "Woyzeck." "Out of question," I say, and tell Bernard that we will post a company meeting for 5:00 p.m., at which time he can bring back to us any news from Paris, 30 km. away.

At 5:00 he returns with a whole delegation from the Congress. What would our greeting have been if we had not protested? But here is St. Antonin, the boss himself, Dragoljub Vukotic, who was our host in Belgrade two years ago, another French organizer and four Americans, our top brass, men whom I respect more than any others on earth.

I explain that poor food, poor accommodations, the insult of no aid at the airport or no warning of conditions is not important. We came the extra miles, and The O'Neill Center paid the extra \$7,000 or so to perform well. The Russian company withdrew because of no government support—we did not. But we cannot give "Woyzeck" before the other company's performance—it is meant to finish an evening. We cannot perform it after, as a late night start robs us of the attention the play deserves. Explanations start to come—a slow process. Bernard is translating into international language.

The explanations are poor. Somehow the bus to meet us never arrived. We (and the Russians) were the first invited, but then so many nations wanted to perform that companies had to be grouped. I look at the company, and my own anger turns to sorrow. After all our other sponsors, here at last are their own people, deaf people, confused and incompetent, awkwardly telling us of disrupted plans. The company uses one word—pathetic.

We suggest that we perform in the afternoon, the other company at night. They will try—but the theater is not engaged for the afternoon. What? No rehearsal time planned? Apparently not—or does St. Antonin mistake this. The company begins to protest. There are a few flat refusals to perform without some set-up and preparation. Then suddenly another word creeps in. "Competition." Now I'm angry again. "Do you mean to tell us suddenly that these cultural events are scored by some jury? Who? How? Is this the way you treat this work—like a relay race or swim meet?" Awkward pause—then a clear and unmistakable answer. "No—that was only for folk dancing, not for theater."

They will contact us by noon tomorrow, and we disband.

Tuesday. We rehearse all day in a pleasant general meeting room of the school. Not a word by five in the afternoon. The company frames an answer. It is typed and sent in with Bernard, Dorothy, Tim and our interpreter, Arden Coulston. I go to the theater, where our scenery truck has just arrived from Yugoslavia. But Guy Bergquist, our stage manager, has already been there. The German company has indeed been rehearsing, all day, on their massive set. They had planned to rehearse the next day, until three, when we could have three hours, but now they plan the full day. The theater has been told that we have been cancelled. It seems appropriate that we learn this indirectly. When Guy heard this, he went to the Congress office, spotted St. Antonin, but couldn't get to him. No one else available. When Bernard arrives there, all have gone off to some function, which we never knew about—we have yet to receive any program or schedule of the Congress, and we never do.

The night before, three groups had performed. The Israelis, scheduled to perform for one-half hour, took an hour and a half, plus almost all the rehearsal time. The Italians gave up on their complex lighting, and their performance looked inadequate in plain white light. The English company, headed by our dear friend Pat Keysell, had the least time, and had to fight to get rehearsal time (no one in charge). By the time they started their performance, the exhausted audience was on its way home. This is what would have happened to us—I knew that if we were scheduled to go on at 10:00, we wouldn't really start until after 11:00.

Wednesday morning: We send our truck to Orly Field and check through our crates for Tel Aviv. At least we could use the same truck. Between customs and the warehouse, we manage to steal our remaining souvenir programs from crate No. 19. The company is still rehearsing for the fall, back at the school. We compose another letter, and our embassy duplicates 600 copies. Here is the letter:

THE NATIONAL THEATRE
OF THE DEAF
August, 1971, Paris

Dear Friends:

We feel that we cannot leave Paris without expressing our regret at being unable to perform. We have come thousands of miles for this.

On arrival we discovered indirectly, totally to our surprise, and contrary to our understanding, that two major theater pieces were scheduled for the same evening.

To do this is a grave insult to both theatre companies but more to you, the audience. To perform two theatre masterpieces as if they were just "displays" of work would indicate that there is no understanding of these plays to our deaf audience. Each play requires the full and sensitive attention of dignified and intelligent people. Neither play can "live" with the immediate presence of the other.

This is not the way serious cultural work is done—to proceed this way cancels the efforts we are all making.

We suggested alternatives which might have been possible if there was more time, or if we had known the strange scheduling before arrival.

As a professional company, however, we have ample opportunity to perform throughout the world. We come now from Holland and Yugoslavia, where we have been enormously successful as professionals working with the finest other professional artists in the world. This is heart-lifting for the future of deaf people everywhere.

We go on now to Israel for our second tour there. We wish you could all tour with us, and see what great progress we are making, and how deaf artists are treated with overwhelming dignity, respect and affection for ourselves and for the works we present.

We are delighted to see the number of wonderful participants in the Cultural part of this Congress. We give you our friendship and love.

The National Theatre of the Deaf
Suddenly a message is handed to me—"Have tried to contact you all Tuesday. Call." Odd, I was 50 feet from the only operating phone at the school all day. I phone. No answer, but no matter. Poor communication is one price for assigning us to shabby accommodations. I remember the 30 miles I rode by cab to deliver an important message in Yugoslavia—here, no one cared that much.

At the theater that night we ask for tickets. None was set aside for us, naturally enough, but now those of us who want to get in are being asked over \$7.00 each. The programs and letter are being given out in the outer lobby—St. Antonin, angry and uncomprehending, won't let us into the inner lobby. Pat Keysell is reading our letter. She says, almost in tears, that she wishes she'd done the same thing. The performance starts at 9:00, and ends at 11:00.

So ends Paris—no final official word from the organizers. No one ever said to us, "Well, sorry—but you've come a long way, send a representative to the banquet." No—not one courtesy.

There is a bus back to the dormitories (found by accident). A man enters just before starting. "It was between the English and the Germans—the Germans won!"



During the 1971 Holland Festival, P. Frelich, E. Waterstreet and L. Bove took time out to admire the marquee which gave the National Theatre of the Deaf excellent billing. (Photo by R. Steinberg)

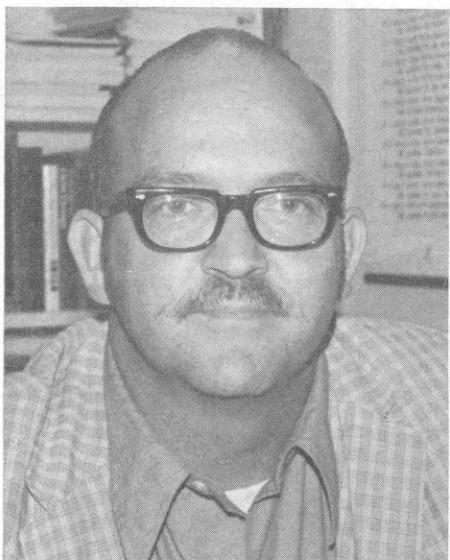
And now, Israel. A welcome with flowers, and the finest audiences in the world. Why is this? Perhaps because people that have found a home at last, after rejection and suffering, see little value in that home unless it contains these values of a cultural life.

Why are we so proudly received? This company—any company that survives, and lives in the high spheres of artistic work, becomes a special group of humanity—speaking for everyone in the world with hope. That's what it can be, being a performer such as these proud actors in our company—a truly international set of honored human beings. We work hard for it, of course, and it's paying off for all of us, for deaf people all over the world.

Four fine performances, and our "Woyzeck" seen by audiences that have seen a half-dozen great German performances of this classic. Ours stands with the best.

And then home. Paris? A memory of a filthy, dark lobby, a handful of room keys thrown on the floor at our feet.

LARRY G. STEWART—A Conversation With Frank Bowe



Dr. Larry G. Stewart

Larry Gene Stewart, Ed.D., is one of the most highly qualified rehabilitation counselors working with deaf people in the world today. He is also a recognized authority on the rehabilitation of multiply handicapped deaf (MHD) people.

Dr. Stewart is a native of White Oak, Texas. After losing his hearing, he attended the Texas School for the Deaf. In 1957, he received his B.S. from Gallaudet in Education. From the University of Missouri he took a master's in Rehabilitation Counseling in 1963. The University of Arizona, in 1970, granted him his doctorate, also in Rehabilitation Counseling.

For nine years, Dr. Stewart was a teacher, coach and counselor of deaf students at the Riverside, Arkansas and Illinois schools and the Missouri Department of Vocational Rehabilitation. He was the Coordinator of Counseling Services at NTID in 1968 and 1969. He then became Director of the Project with the Multiply Handicapped Deaf in Hot Springs, Arkansas.

Dr. Stewart has lectured extensively and written widely in the professional literature. He is currently Associate Director of the New York University Deafness Research and Training Center, where he is developing a new project with deaf people in the Harlem area of New York City.

Because Dr. Stewart is a deaf rehabilitation counselor, I decided to begin with that. His interest in the challenges deaf counselors confront was clearly indicated by the length and depth of his response.

Next Month:

Frank Bowe interviews Dr. McCay Vernon.

BOWE: Dr. Stewart, as a deaf counselor yourself, could you explain some of the problems faced by a counselor who is deaf? Must he divest himself of all social contacts with the local deaf community in order to be effective?

STEWART: The deaf counselor does face a few challenges (or potential problems) that could be seen as rather unusual. To begin with, if he is to be effective in his role as a counselor the client must perceive him as a special kind of friend who accepts the client for what he is, who likes the client as a person, who really understands the client and who is genuinely honest. This is asking a lot, but this is how the counselor must be and how the client must see him.

In the counseling situation the counselor must be able to relate to the client in this special way or else he cannot be of maximum help. The effective counselor has learned to provide these conditions in the counseling relationship, but it is not easy at all to move outside the counseling relationship into a social relationship and offer the same conditions. Nor is it easy for the client to see the counselor as both a counselor and as a social partner. Let's look at two illustrations of this problem.

First, suppose you are a counselor and the close friend of a man (Mr. A) who has an adversary in another man (Mr. B). Suppose further that Mr. B knows you are a close friend of Mr. A. Now, if Mr. B has a problem and wishes to have counseling, chances are that he will not come to you. He may let his dislike for Mr. A generalize to you because he sees you as an extension of Mr. A, or he may think you will tell Mr. A about his problems. Counseling with Mr. B would be difficult because he would not be able to begin his relationship with you free of these negative feelings.

Another example would be where very close friends of the counselor have marital problems and come to him for counseling. Marital counseling is a difficult business under the best of circumstances, and the counselor needs as much objectivity as he can muster. Being a close friend, he automatically has personal feelings about the couple, and being human he will allow his feelings to cloud his thinking more than would be appropriate. Then, too, it is likely that once the man and wife have talked about their problems before the counselor it will be extremely difficult to resume their previous social relations with him on the same level as previously.

There are other problems, of course. The counselor's social behavior, for example, may be taken as a reflection of his ability as a counselor. If he has marital problems, people will wonder how he can provide marital counseling.

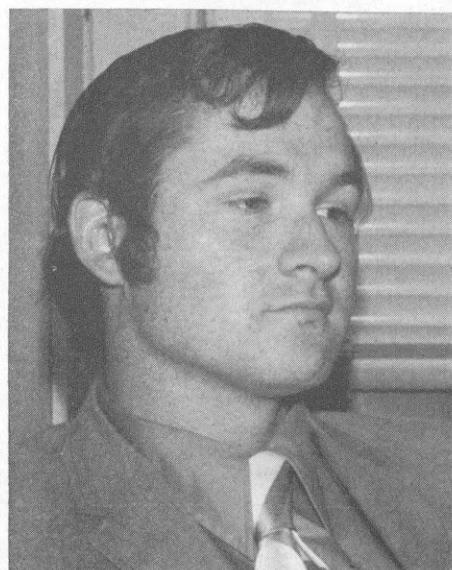
If he drinks a lot or quarrels with others, people will question his own personal adjustment.

The truth of the matter is that counselors are very human people who have their individual strengths and weaknesses. They sometimes allow their personal feelings to influence them in ways un-conducive to effective counseling, and they may have difficulty dealing with clients who perceive them as anything other than a counselor. Thus, ideally the counseling relationship should involve a counselor and a client who know each other only within that relationship, but the ideal situation does not prevail with the deaf counselor. I definitely do not believe the counselor should avoid social contacts with deaf people. To do this would be to deprive him of satisfying relationships and the joys of being with his friends and acquaintances. However, he should be aware of the unique nature of his position and have the maturity to accept some of the difficulties associated with his dual role. He should also be quite honest with his clients and tell them whenever he feels limited by his social ties with them. He should also make a point of encouraging the clients to discuss their feelings with him since an expression of negative feelings would be helpful to the client.

I believe the counselor who has established a reputation as an effective counselor who maintains confidentiality will have a minimum of difficulties in his work because of his social relationships.

BOWE: I believe I see your points here. What about the hearing counselor? McCay Vernon and Boyce Williams have commented on the "Pollyanna" attitude of many counselors with the deaf. Have you seen examples of this and how prevalent would you estimate it to be?

STEWART: By "Pollyanna" I presume you mean counselors who believe everything is just fine and the deaf have no problems. If this is correct, I have met too many like this. I would say



Frank Bowe

"Educators are generally all too well aware they are failing the MHD child . . . The numbers of MHD children, youth and adults are alarming. Their problems and needs are tremendous."

a large number of counselors with deaf people have such an attitude, although not having studied the phenomenon it would be absurd for me to talk about just how prevalent it is.

One of the attitudes that bothers me the most is that suggested in the counselor who believes that the only thing deaf people need is to be left alone to develop just like hearing children. Counselors who believe this are either ignorant of the learning problems of deaf children or are deluding themselves. Children deaf from an early age, especially those with multiple handicaps, must have special education and rehabilitation services.

One final comment I would like to make on this subject is that a "Pollyanna" attitude on the part of the counselor is a disservice to deaf people. Most deaf people who come for help have problems that are causing them real difficulty and suffering. Until the magnitude and depth of this suffering are realized by the counselor he cannot hope to understand how to be of help.

BOWE: In this connection, Dr. Stewart, we might note that certain persons in the field of rehabilitation have stressed the need for multiply handicapped deaf clients to have auditory training, speech and speechreading lessons, etc. What priority would you give these services in a setting such as the Hot Springs project with multiply handicapped deaf persons?

STEWART: For clients who have some speech and speechreading abilities and want further training, they should get it. However, it has been my experience that most multiply handicapped deaf people need training in work habits, shop vocabulary, vocational skills, social skills and living independently in the community along with such communication skills as reading, writing and manual communication. If I had to assign speech and speechreading training a priority rating among all of these, it would be last although for a given individual it might be more important.

BOWE: While we are in the area of priorities, what are the greatest needs of the multiply handicapped deaf population?

STEWART: I believe their greatest needs are for early identification and proper education and socialization experience from an early age. Parents and teachers can do a tremendous amount to lessen the degree of severity of many handicaps of MHD children. Of course, where physical disabilities are involved, this early identification would include proper medical treatment and possibly physical and/or occupational therapy.

For MHD adults, their greatest need is for a comprehensive rehabilitation center geared to meet their unique needs. Fortunately, the Vocational Re-

habilitation Act of 1971, soon to be considered by the Congress, contains enabling legislation and funding for a network of such centers. If this legislation is passed, the major needs of MHD adults will be met.

BOWE: I might mention that you have been instrumental in the conception and formulation of this legislation. Let's go back a bit. In your doctoral dissertation you stated: "Prior to 1970 there had been NO (mine) research on the relationship, the processes or the outcomes of individual or group counseling with deaf clients." What are some of the reasons for this glaring deficiency?

STEWART: There are two reasons for the virtual absence of research in the area of counseling deaf people. The first and foremost reason is that in the U.S. today, and I am sure this is true all over the world, there are very, very few counselors working with deaf people who possess the qualifications of a counselor, work with and can communicate effectively with deaf people and have the skills needed for conducting research. Thus, there just have not been enough people qualified to do research in counseling with deaf people.

The second reason relates to the mechanics or the "how" of conducting counseling research. In order to find out what happens in counseling people, the researcher must, among other things, be able to measure whatever behavior it is that he thinks is important to measure. Usually the researcher uses what we call personality tests and subjective self-report inventories, which tell him how the counselee feels toward himself and other people. These measures are not too reliable but some generally are accepted as satisfactory in the behavioral sciences. Bear in mind, however, that these measures are nowhere as exact as physical measures (a ruler, a weight scale, liquid measures, etc.). The problem in using these tests or self-reports with deaf people is that they are **verbal** in nature, requiring that the counselee have a fairly good command of language. I won't go into what this means for deaf people because the language problems of most deaf people are too well known to discuss here. Let me emphasize that there definitely are ways to do good counseling research with deaf people, but the task is so demanding that most researchers are reluctant to get involved in it.

BOWE: What did your own doctoral research conclude? Perhaps you would want to begin by reviewing your purposes in this research, and then explain what conclusions you reached on the basis of this study.

STEWART: The purpose of my doctoral investigation was to determine whether deaf clients in group counseling viewed their counselors in the same manner

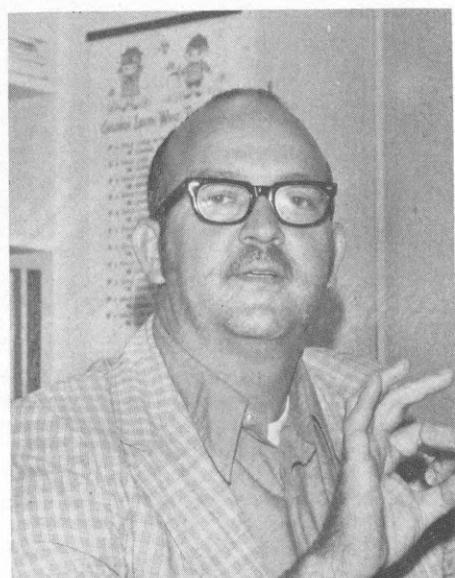
as the counselors viewed themselves, and whether the degree of similarity of counselor-client perceptions had any bearing on how much the client benefited from group counseling. Interestingly, the answer to both questions was "No." This is surprising in that it would seem that if anyone understood one another it would be a client and his counselor! This raises the interesting question of how well people understand each other in their day-to-day relations.

BOWE: What useful avenues of future research seem to be suggested in the area of counseling deaf persons?

STEWART: As for future research needs in counseling the deaf, all kinds of research are obviously needed. We currently have far too little research-based knowledge of this potentially rich service for deaf people of all ages.

BOWE: Well, I guess that leaves the door wide open. Let's look now at one research and demonstration project with which you have been involved, the Project with the Multiply Handicapped Deaf in Hot Springs, Arkansas. What were the original goals of this project?

STEWART: The Hot Springs Project, which is a five-year research and demonstration project jointly sponsored by the Social and Rehabilitation Service and the Arkansas Rehabilitation Research and Training Center, is currently in its fourth year. Its objectives are: 1) to determine whether deaf people with severe vocational handicaps can be served adequately within a comprehensive rehabilitation center where most clients have normal hearing and most staff members lack in-depth preparation for working with multiply handicapped deaf people; 2) to develop innovative services



"Ideally, the counseling relationship should involve a counselor and a client who know each other only within that relationship but the ideal situation does not prevail with the deaf counselor."

for the MHD client whose needs are not met by existing services; 3) to conduct research with the severely handicapped deaf population and to evaluate the project outcomes with the aim of providing guidelines for other facilities to use in serving this population; 4) to provide training, primarily of an in-service nature, to workers serving multiply handicapped deaf people.

BOWE: Do you feel that these objectives have been or are being met?

STEWART: It is too early to determine whether these objectives will be met since the project has a year and a half to go and all the data are not in and analyzed. I will say every attempt was made to meet these objectives while I was with the project. The June 1971 issue of the *American Annals of the Deaf* contains an article which discusses my views of the project in considerable

"Some became peddlers, some were placed in institutions, some lived with their families or on welfare . . . Let me assure you that these things are continuing to happen to a great many MHD people today . . ."

depth. Space limitations here permit me to say only that it is my firm conviction that multiply handicapped deaf people need and deserve the services that apparently can only be provided by staff members whose **primary** concern is the multiply handicapped deaf individual. I do not believe they can be served by workers who can neither communicate with them, understand and help them solve their problems nor tolerate their problems while they are given time to grow and develop better behavior.

BOWE: What can rehabilitation counselors learn from the Hot Springs project, especially with respect to the integration of low (under) achieving deaf adults with other, more highly verbal, deaf clients and hearing clients?

STEWART: I definitely feel that somewhere in the rehabilitation process the MHD person should have opportunities to interact and share experiences with all kinds of people, both hearing and deaf. However, we must never forget that the MHD person is frequently severely handicapped precisely because he cannot interact constructively with others. Commonly, many of his problems can be traced to rejection by others. At the same time, there is no reason to say the MHD person should be "segregated." A more helpful way to view this issue is to ask what experiences does he need to develop the work skills, attitudes and behavior that will permit him to develop his potentials to the fullest extent possible. If he needs a segregated program initially, then give him one. Then help him to grow toward greater independence so that ultimately he will be able to relate to many kinds of people.

If the rehabilitation counselor can keep this concept in mind, he will not be forced into thinking about his MHD clients in "either-or" terms — either an

integrated or a separate existence. Still, I doubt the counselor would be wrong in seeing that his MHD clients **begin** their training in a special program designed especially for dealing with their problems. They can always advance to integrated settings.

BOWE: What about educators? What can they learn from study of the low-verbal deaf population?

STEWART: Educators of deaf children are generally all too well aware they are failing the MHD child, so I won't elaborate on that theme. We should recognize that the MHD child is a product of many factors, some physical, some familial, some environmental and some educational. It would be unfair and incorrect to castigate educators of the deaf and hold them solely responsible for the MHD young adult. There are serious shortcomings in our nation's ap-

"Some became peddlers, some were placed in institutions, some lived with their families or on welfare . . . Let me assure you that these things are continuing to happen to a great many MHD people today . . ."

proach to meeting the needs of deaf people, just as there are in our treatment of Black people and other minority groups. I am confident that all of us concerned with MHD people are finally opening our eyes to their needs, and in this decade I foresee a major effort on their behalf on the part of parents, educators and rehabilitation workers.

If there is one thing I would want educators of the deaf to learn from the Hot Springs project it is this: The numbers of MHD children, youth and adults are reaching alarming proportions. Their problems and needs are tremendous. At present we are doing very little for them at all age levels. Let's set aside our personal biases and our personal beliefs about methods of communication, and let's get together and plan person-centered services for deaf people of all ages.

BOWE: How recently has the field of deafness rehabilitation recognized its obligation to the low-verbal "nonfeasible" deaf clients?

STEWART: Ironically, this question may be answered with, "Long ago," and "It hasn't yet." By way of explanation, there have been rehabilitation programs for MHD people in some parts of the country for years, while in most parts of the country MHD people have never been served. Generally speaking, however, MHD people are given only token rehabilitation services if any at all. Even in the better rehabilitation centers which serve them I think it would not be inaccurate to call these services superficial and lacking in depth.

BOWE: What happened to these people before services appeared?

STEWART: Some became peddlers, some were placed in institutions, some lived with their families or on welfare and some managed to find low-level employment and earn enough to live at a poverty level. Let me assure you that these things are continuing to happen

to a great many MHD people today, although Vocational Rehabilitation is enabling many to achieve at a level in keeping with their potentials.

BOWE: What steps might be taken by the schools so as to serve better this population?

STEWART: The article carried in the June 1971 *Annals*, which I mentioned to you, treats this question in depth. Briefly, I feel the schools for the deaf should strengthen their efforts in the following areas: 1) early identification of deaf infants and children, along with preschool education; 2) parent education and counseling programs; 3) stronger dormitory programs including upgrading of skills on the part of dormitory personnel; 4) the use of total communication at all age levels by parents, teachers and deaf children themselves; 5) counseling and guidance programs staffed by trained counselors who understand deaf children and can communicate with them; 6) the use of special instructional techniques with deaf children who have learning disabilities, including emotional disorders; 7) more opportunities for deaf children in school to learn to be responsible for themselves. This should include some work experience within the school — schools for the deaf could offer a multitude of work experiences — and involvement in making decisions that concern them.

This might sound like a return to the Dewey philosophy of permissiveness, but to me it is simply giving the child a chance to be involved, make decisions and learn how to live more independently. The current approach in too many schools is to regiment the lives of deaf children and practically train them not to think for themselves but to do only as they are told. The work of the Junior National Association of the Deaf is a step in the right direction, and I would like to see many more activities where deaf children and youth take part in self-government and involvement with shaping their environment.

Some more programs and innovations I would like to see are: 8) Exposure of teachers, dormitory personnel, parents and other staff members to deaf adults. I have met many, many teachers of deaf children who cannot communicate well with deaf adults. I fail to see how a teacher can communicate well with a deaf child if she cannot communicate with a deaf adult, nor can I see how a teacher who does not know the problems and needs of deaf adults can offer realistic guidance to a deaf child who wants to learn how to deal with problems he will encounter as a deaf adult. One might argue that deaf people are not that much different from hearing people, but any deaf adult can assure you that we do have problems hearing people have never encountered personally.

In general, I think educators should move in the direction of helping deaf children to become capable deaf adults instead of trying to make them "just

like other people." This might sound like a minor point but it is a basic issue as far as I am concerned. It is one thing to educate a deaf individual to make maximum use of his capabilities, and it is something else to try to educate him "not to be deaf."

BOWE: Would you recommend special schools for multiply handicapped deaf persons, especially those with emotional and other psychological problems?

STEWART: Definitely so. As I explained earlier, they have special needs that must be met before they can benefit from education in a less structured setting.

BOWE: What are the needs in terms of manpower and instructional materials in the rehabilitation of MHD persons?

STEWART: There are few workers with deaf people who have the skills needed to provide counseling, vocational training and other services to MHD people. I do not feel that most people who are trained to work with the average or typical deaf individual can work as effectively as necessary with MHD people. For this reason, I believe there should be university training programs designed to prepare various professional and paraprofessional workers to serve multiply handicapped deaf people.

As for instructional materials, I believe that whoever begins to produce textbooks, filmstrips and workbooks and other instructional materials for MHD children and adults is going to make a lot of money! Programs for MHD people are desperate for instructional media, and as far as I know very little is being done to meet the need. The Hot Springs project staff was almost stopped in its tracks because of this problem.

BOWE: Of the systems of work evaluation currently in use, do you favor TOWER, JVS or some other system?

STEWART: I do not feel that any of the currently available work evaluation systems are entirely adequate for MHD people. Some of the work samples within each system can be used well with MHD individuals, while other work samples are inadequate. The development of an appropriate work evaluation system that adequately samples the abilities of MHD people should be one of the first goals of the regional comprehensive centers that hopefully will develop from the Vocational Rehabilitation Act of 1971.

Let me emphasize that the person who does the evaluating is probably more important than the test used. A good evaluator can get a fairly good evaluation of an individual even when the work sample is not satisfactory, whereas a poor evaluator can invalidate the best test.

BOWE: Do you believe that rehabilitation has generally failed to reach and serve sufficient numbers of Black deaf persons?

STEWART: I doubt that any rehabilitation worker with integrity would deny that rehabilitation has done an entirely

unsatisfactory job of reaching Black deaf people. The fact is that most if not all of our rehabilitation programs for deaf people are overburdened with serving clients who seek services, and generally Black deaf people have not actively sought VR services. I don't know the reasons but I suspect our society has done too good a job of alienating Black people in general and Black deaf people in particular.

BOWE: It would seem, then, that the problem is one of going to the Black deaf people ourselves rather than waiting for them to come in of their own accord. We have to reverse century-old attitudes toward government in general and rehabilitation in particular. What case-finding methods would be most effective in reaching inner-city deaf persons who need services?

STEWART: A VR program is in a very real sense a public service program and must sell itself to potential consumers of services. The program must, first of all, have something valuable to offer its prospective clients. If these services do not result in benefits to clientele, forget it. Assuming the program does have valuable services to offer, the next step is to make potential consumers (clients) aware of these services and then bring the services and the clientele

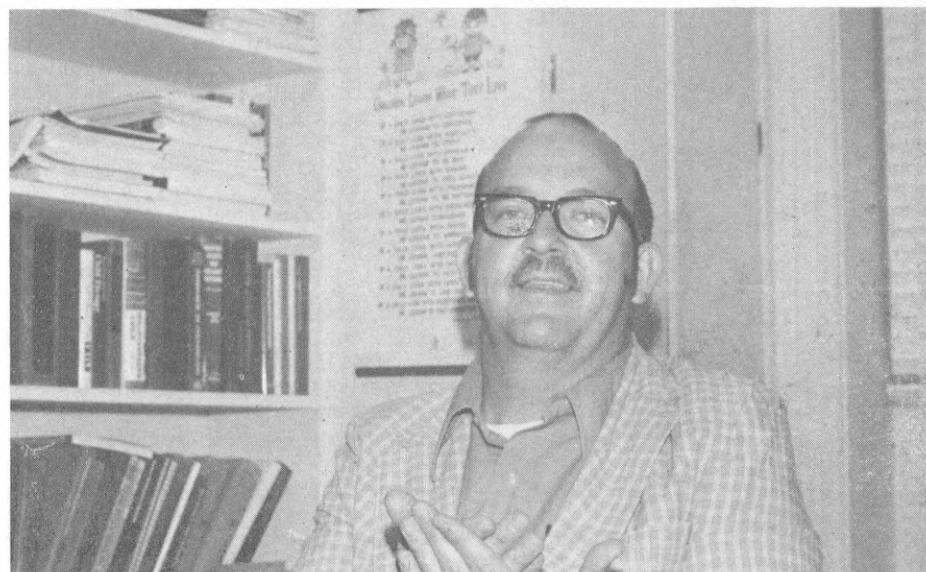
clients. Religious workers with the deaf, welfare agencies, schools, speech and hearing clinics, deaf people and interpreters are excellent referral sources. The closer these people are to the inner city, the more referrals you can expect from them.

BOWE: Let's get a little more specific and discuss briefly some of the aims of your new Harlem project.

STEWART: The New York University Deafness Research and Training Center is interested in determining the extent of the need and demand for rehabilitation services among deaf residents in the Harlem area of New York City. The Center is presently making plans to work with the Model Cities program in this endeavor, but these plans are in the preliminary stage so I cannot give you specifics at this point.

BOWE: O.K. So let's move on to another topic. You have written about "fostering independence" in deaf people. What are some of the problems and solutions in this connection?

STEWART: To put my thoughts on this subject in a nutshell, Frank, I think we who work with deaf people should simply apply what is known about developmental psychology. Children should learn to master various tasks as they grow up and they must have appro-



"Whoever begins to produce textbooks, filmstrips and workbooks and other instructional materials for MHD children and adults is going to make a lot of money!"

together. Clients will learn soon enough whether they are being helped, and if they are then the program is well on its way to effective case-finding. Clients who have benefited will spread the word to their friends and acquaintances, and other agencies and individuals who know of the program will make referrals.

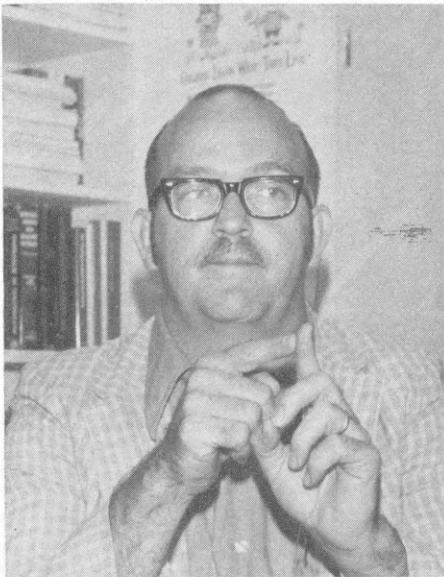
The program staff will need to focus specifically upon informing others of its services at the outset. This means going to the clients if they are known, and to agencies and individuals who are most likely to be in contact with potential

appropriate opportunities if they are to learn to cope with the tasks they face at each stage in their development. A child is not going to learn to tie his shoes if he doesn't have a pair, nor will he learn work habits if he doesn't get a chance to work. The growth toward independence is a successive sequence of meeting and coping successfully with new problems, so you can readily see that if we are to foster independence in deaf people we must know a) what behaviors the deaf child needs to learn at different age levels and b) structure

our educational system in such a way that the child has the opportunity to learn these behaviors.

I think that most educators of the deaf have a pretty good idea of what a child should be able to do at different age levels, but I am not convinced that this knowledge is put to use as much as it should be, as demonstrated in such ways as providing deaf children with appropriate learning opportunities and the provision of rewards for independent behavior.

One of the best examples I can think of at the moment concerns the general lack of strong leadership in the deaf community. I don't mean that there are no strong leaders, but that there are not enough of them. Why not? I think the major reason can be found in the fact that most if not all of the leadership that takes place in many schools is provided by teachers and not by the students. As an illustration, and I think it is an excellent one, the school newspapers published by most schools for the deaf are edited by the school superintendents or teachers. If you look at public high schools, you will find that the students prepare and publish their own paper. This is but one example, but it does illustrate my point that if



"I think educators should (help) deaf children become capable deaf adults instead of trying to make them 'just like other people' . . . this might sound like a minor point but it is a basic issue as far as I am concerned."

deaf youth are not permitted to gain experience as leaders they are not going to be very good leaders later on.

BOWE: Let's stay with the schools for a while, but approach them from the point of view of counseling. You have written, in the context of counseling in an oral school for the deaf, that "Enforcing the use of oral communication with the deaf client who does not wish to communicate in this manner will destroy

"I doubt that any rehabilitation worker with integrity would deny that rehabilitation has done an entirely unsatisfactory job of reaching Black deaf people."

the counseling relationship since the element of threat will be present." How strongly do you feel about the use of the word "destroy"?

STEWART: I mean literally **ruin** the helpful nature of counseling. Counseling involves a very special kind of relationship between two people, the counselor and the client, where the client should perceive the counselor as a special friend who accepts him for what he is. Translated into other terms, the counselor must accept the client **unconditionally** if he wants to be of help. If the counselor forces the client to do anything he does not want to do, the counselor is implying quite clearly that what the client wants is not as important as what the counselor wants. When the client sees this, he will become more defensive and less capable of increasing his self-understanding and personality integration.

BOWE: Then you believe that a rigid oral philosophy in the school and in the home may be a stress-producing factor that may lead to various manifestations of personality problems, which in turn hinder the employability of the deaf person involved?

STEWART: There is no doubt in my mind that this is indeed the case. I believe that when the deaf individual himself wishes to limit his means of communication to oral means, then there is no problem where parents or school personnel communicate only by oral means. However, problems arise when **force** is used. The majority of deaf people cannot communicate adequately orally — which is no surprise since, after all, they can't hear! — and you can be sure that force is going to be necessary to prevent them from using manual communication. This force frustrates their need for adequate self-expression, and also reinforces the concept that to be deaf is not to be worthy.

Deaf people need self-confidence in order to deal with the challenges they will meet in life, and this can come primarily through opportunities for free self-expression. The use of oral-only communication systems is in essence a channeling of learning opportunities into a selected avenue, whereas the use of total communication opens many avenues to learning and removes the inhibition associated with denial of the use of manual communication.

BOWE: One last question. Since most schools for the deaf in this country are unfortunately still oral, I don't want to leave that, but let's concentrate on the school for the deaf as an entity unto itself, regardless of communication philosophy espoused by its administrators. You have stated that the issue of how counseling programs are viewed by school administrators is one that has received no attention in the literature. Could you discuss this issue for us?

STEWART: Many if not most schools for deaf children have no counseling program. Those that do frequently have one in name only since the counseling personnel employed often lack either proper training for their role, proper communication skills and/or an understanding of the problems and needs of deaf people. I believe this situation demonstrates that school administrators place little if any value on counseling services. School administrators have made it quite clear that teachers are an indispensable part of education, and that special training is required for their roles. This is reflected in the certification standards of the Council on the Education of the Deaf and in the large number of university training programs that prepare teachers of the deaf. Where counseling is concerned, however, anyone close to the scene can tell you that there are no university training programs designed to prepare counselors specifically for working with deaf children and there are no uniform regulations concerning preparation (training) of such counselors. Gallaudet College is now developing a program for training counselors to work with deaf persons, but this is not yet in operation. It is my opinion that this situation reflects to a very great extent a lack of appreciation of the potential benefits of counseling programs for deaf children on the part of school administrators although there have been no studies of this particular issue as of yet.

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Roscoe Augustin, Transplanted Iowan . . .

The Silent Sheep Shearer Of The Big Horn Basin

By NORMAN G. SCARVIE

Although the plaintive bleating of little lambs goes unheard by this nature lover, his interest in woolies follows them through their whole life cycle.

* * *

In Worland, Wyoming, lives a deaf man who follows an unusual trade—that of sheep shearing. He has been defleecing the woolies for well over 28 years, and is known over a wide area in the Big Horn Basin of north-central Wyoming, a land of fantastic shapes and colors.

Roscoe Augustin is one of the "old breed" of deaf persons, a transplanted Iowan who set out for himself, got skilled and established in a new line of work and made a name for himself as a successful local worker. It seems that about all the people in the town of Worland know him and invariably greet him with a cheery salute. The surprising thing is how many of them take the time to talk with him in natural signs and gladly write on a pad, back and forth. Even up in the wilds of the mountains he knows and is known by scores of hunters.

An adventuresome type of person, Roscoe has even sheared sheep in northern Montana, up near the Canadian border. He says, "This was country I wanted to see, so I combined pleasure with business by shearing sheep along the way." But mostly he has plied his trade in the Big Horn Basin where thousands of sheep are



Part of the flock on a large Wyoming sheep ranch. The sheep are back from summer range. Note the black sheep in front and a part of a long lambing shed in the rear.

raised. Here are mile upon mile of Federal land holdings that provide ideal summer range for the bleating woolbearers.

To ease the job of shearing and to speed up the work, Roscoe recently made an updated trailer in which he shears the sheep, the one after the other in rapid-fire order. A hired hand helps with putting sheep into Roscoe's shearing bin, one at a time, gets the shorn sheep out and headed back to the corral and stuffs the tied fleece into a long wool sack. The rancher and his men keep the sheep moving through a chute from a holding pen.

To relieve the strain on his back, Roscoe years ago invented a plain "back supporter" by fastening an inner tube to a stud, pole or rafter overhead, then slipping the tube over his head and into his armpits. Leaning into the tube, he had most of his torso and arm weight taken off his back.

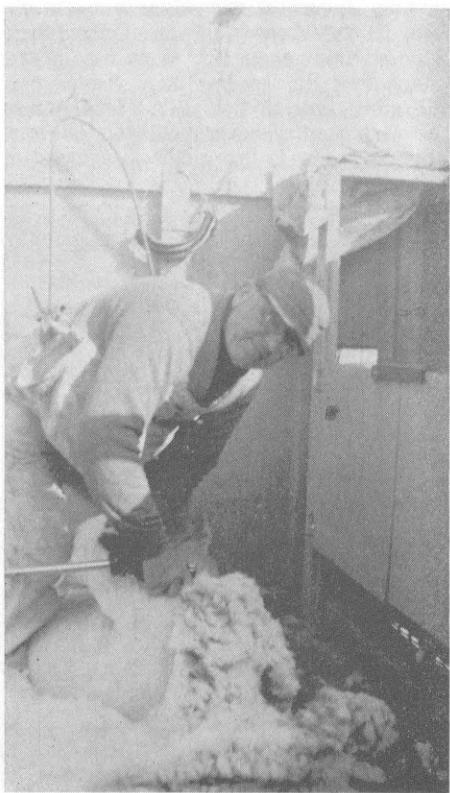
Other sheep shearers, wanting relief for their poor backs, leaped at Roscoe's idea, and improvements followed. Nowadays a rather thin but effective live rubber rope, fastened overhead, routinely takes the stress off the backs of the men while they are shearing.

When a sheep is put in for clipping, the shearer flips the animal on its back and starts a continuous set of rhythmic strokes or sweeps with the shears. On the first sweep the shears go the whole length of the underside. With deft 1-2-3 strokes the shearer lays loose the fleece on one side of the belly, and then on the other side. Using swinging motions like an ice skater following music, the shearer soon has the fleece loose in one piece, from head to tail, cut off close to the skin of the sheep, with no second or

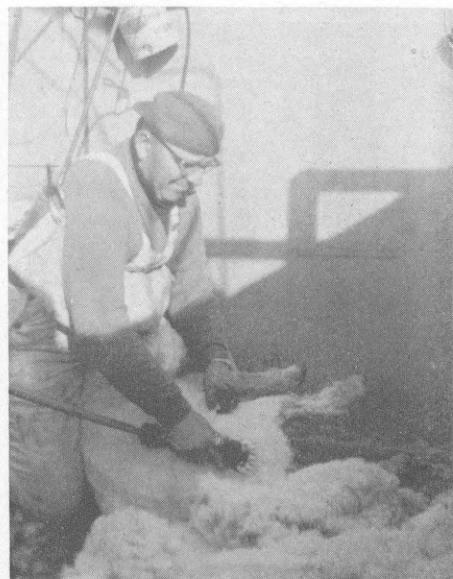
repeat cut pieces of wool in it. (Second cut lengths of wool in a fleece lower its value.)

In running the shears up and out from the thick end of the thigh to the hock joint, a certain knack is needed to end each stroke with the wool cut off clear up to the hock but without endangering the important and rather exposed hock sinew at the back of the joints. (Roscoe has no trouble here. He says the trick is to make certain wrist turns as the clipper nears the joint.)

If the shearer is careless at the hock or for some other reason an accident happens, the shears can snip the tendon off in a flash. This means a serious in-



Roscoe Augustin is nearing the end of a shearing job inside his trailer.



Roscoe Augustin is ready for the last stroke on a sheep. Note the U-bar with rubber rope that goes under the arms to relieve strain on the back.

jury to the sheep. It is then necessary to get strong linen thread (or surgical thread) and a needle and stitch the tendon together end to end. It will be several weeks before the tendon might grow together, and the sheep may be lame for a long time, probably for life.

By looking at the shorn sheep in a flock, the rancher can tell by cuts or nicked-off pieces of skin how well the shearer did his work. Roscoe's sheared sheep show that his fast shearing has been clean and smooth with very few nicked spots—in hundreds of animals. (Many flocks run into the thousands.)

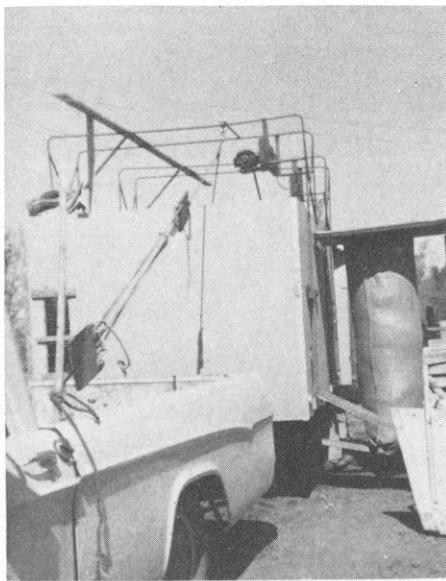
The shearing season ends in mid-May, when the flocks start moving into the foothills and mountain ranges for the summer grazing season. Shepherders with their dogs stay with the flocks until September, when the trek back to the home ranches gets underway.

The modern herder lives in a covered rubber-tired wagon which still has the old-time arched roof, long in use on the horse-drawn wagons. But nowadays a four-wheel drive Jeep most likely pulls the wagon through the trailless and unbelievably rugged country.

While the sheep are grazing in the high country Roscoe's expensive shearing equipment is idle unless 4-H Club sheep need to be clipped for showing at fairs. Also, before lambing time in late winter, ranchers may want their ewes tagged; that is, clipped around the udders so that the newborn lambs will find their "dinner table" neat and clean.

The most critical time on a sheep ranch is lambing time, when the profit or loss of raising sheep is decided. If the lamb crop is good or better than expected, a profitable year is in the works. As he tags the ewes before the little fellows start coming, Roscoe is closely tied up with the lambing.

The ewes are penned in corrals outside the lambing shed. Depending on the size of the ranch operation, this shed can



A stuffed wool bag can be seen on Roscoe Augustin's trailer parked at the sheep pens.

be average to very long, sometimes 700 feet in length, where 10,000 or so sheep are run.

Working 24 hours a day, the rancher and his hands take out ewes that are seen to be "coming in" and put each into a 3x5 pen, where she drops her lamb or twin lambs. Triplets are not common. If a lamb should die, an attempt is made to replace it promptly with a lamb from another ewe. An ewe may not want to accept a strange lamb, but if it is blanketed the mother may not detect its different odor and, in this small stall, may give in to the stranger. After three days the ewe and her offspring are moved across the alley to a larger pen that holds three ewes with their lambs. Three days later these sheep are turned out into a flock in a corral. In this way the ewes get to know their own lambs and the lambs are now known to their mothers.

By the time grass comes on and the weather softens up, the chore of docking

(removing the tails of lambs) and castrating is over. If any medical dosing or treatment is necessary, that also has been done. All the while the rancher's thoughts have been dwelling on how and when to move the sheep out on the range.

The black sheep (often they are brownish) that pop up in herds of white sheep are never kept for breeding. But they are useful in one respect, says Roscoe. If you have a flock of 500 sheep and seven of them are black, then when you count your sheep on the range you just look for those seven blacks. Now, if you are the herder and you count only six black sheep, you know that one black sheep together with a bunch of white sheep has strayed off somewhere or was left behind. So you take your dogs and go off and look for these strays. (And let's hope you don't get lost back there where the coyotes howl!)

Among the things to watch for when shearing is moisture on the sheep. The rancher may want to hurry, but Roscoe will not clip sheep unless their wool is dry. Damp wool in storage may be damaged. The electrical current in the shears might also jump to the sheep or to the shearer.

A very few of the ranchers have a large, heavy breed of sheep. None of the shearers is keen about shearing these animals as they are much harder to handle in the shearing stall. Like the other shearers, Roscoe will shear such sheep only "as a favor" to keep up good relations.

Back in Iowa, Roscoe noticed how farmers had to fight many kinds of parasites in and on the sheep. In Wyoming, he says proudly, parasites are only a minor problem, as the sheep move around on their wide summer range for about half of the year, then are in the home-ranch area the other half of the year. This makes for very sanitary surroundings. The dry climate is also a big factor in preventing parasite attacks.



Left: Roscoe Augustin's pickup with shearing trailer which he made. His home is in the background. Right: A sheepherder's wagon at 9,400 feet. Most wagons are seen in sagebrush and cedar-fringed foothills.





Owen Speer getting ready to skin the elk at base camp in the Big Horns. Roscoe Augustin is at the right.

Out on the range the coyote is a lamb-killer; the eagle, too. Sheepherders carry rifles and want to shoot every coyote they can get a bead on. Unfortunately, they show no mercy toward eagles as well. As for bears that might show up, the herder will try to shoot them, too. So it seems quite certain that the scarcity of bears in the Big Horn Mountains is caused by the herder's "shoot all bears" attitude.

Roscoe attended the Iowa School for the Deaf, leaving in 1938. He was a rugged standout as a guard on the football team. His vocational choice was woodworking. His parents farmed at Greenfield, Iowa, but during the great drought and the Great Depression they moved to an irrigated farm in a Wyoming valley, Roscoe going with them. Later his folks retired and moved east to Minnesota. A brother remained on the Wyoming farm for a time, with Roscoe sharing it.

Feeling the need to be independent,



Owen Speer leaning against the pickup camper at a mountain campground. Roscoe (at left) made the unit years ago.

Roscoe worked his way into sheep shearing, and made this work his main occupation.

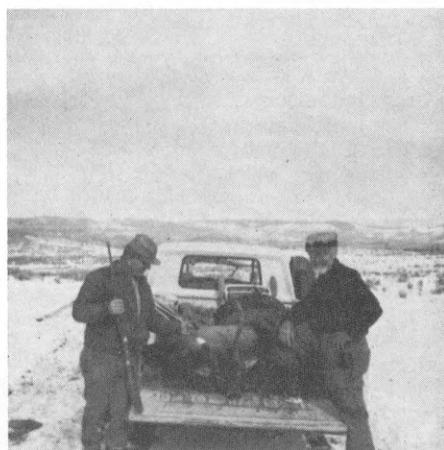
To fill in during the off seasons, Roscoe does carpentry and cabinetmaking on ranches in Worland and elsewhere. In earlier years he worked at haymaking and sugar beet harvesting and in the Worland sugar factory. He owns a house in Worland, rents part of it and lives in the other part of it.

Always a keen outdoorsman, Roscoe enjoys trout fishing and bird and big-game hunting. Long ago he made a sturdy camper to go on and off his pickup truck. It served for years as a shelter for him, with enough room for a friend. There was a bunk area, cooking nook with bottled gas and storage space.

Each fall Roscoe is in the mountains after deer and elk with a friend or two. Thanks to his trusty high-powered rifle, there is always frozen big game meat in his locker throughout the year.

Roscoe is a true-blue conservationist, always ready to help preserve the wilderness and its wild life. He loves everything about his thinly-populated adopted state. And if you ask him if he would like to move to another state—even back to his native Iowa—he'll answer quickly and firmly:

"I'll never leave wonderful Wyoming."



The writer, Norman Scarvie (bearded), posed for this picture with Roscoe and his young bull elk on October 16, 1969.

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Foreign News

By YERKER ANDERSSON

India: MOOK-DHWANI, the Indian magazine for the deaf, believes that there are one million "totally deaf" in India. It did not mention other hearing impaired people. There is no available census data on the deaf population or population with hearing impairment in India.

About 30,000 deaf children attend 63 schools for the deaf in their country. Most of these schools are oral.

Like other countries, India celebrated the 13th International Day of the Deaf on the fourth Friday last September. This celebration is now one of the big annual events for the deaf in India.

Switzerland: In Zurich there are 62 deaf immigrants or refugees; they have come from Turkey, Greece, Yugoslavia, Germany, Czechoslovakia and Italy.

These immigrants or refugees are considering establishing their own club. They hope that they will eventually expand their club to a European-wide association for deaf immigrants with clubs in various countries.

Norway: The Norwegian association of the deaf will soon establish a permanent people's high school in Al, near Drammen. This school that can receive up to 30 students will consist of two dormitories, gymnasium with swimming pool, hall and classroom building.

This people's high school movement is very popular in Scandinavia. In Sweden the association of the deaf has already established a people's high school for the deaf and has recently employed a full-time administrator.

World Federation of the Deaf: A second volume in the international sign language has been published. The first and second volumes have now suggested a total of 614 signs of which many were adopted from the American language of signs. Dr. Magarotto, as General Secretary of WFD, hopes that "the volumes . . . will be instrumental for the editing of the international dictionary . . ."

Great Britain: The Sunday Times (August 22, 1971) devoted a long article to why a "deaf mute" was killed in Strabane, Northern Ireland.

During a riot in Strabane, a deaf man was killed by an army marksman. The British army asserted that the deaf man was a gunman as he was seen holding a gun, while his neighbors believed that he carried no gun. They saw him playing only with rubber bullets and imitating the soldiers' search. Since he was "a little retarded mentally," he was believed to be "unaware of the dangerous situation in which he found himself." However, the Sunday Times concluded that "any reasonable person examining the evidence now available can hardly fail to be deeply disturbed at the way in which Eamonn McDivitt (the deaf man) met his death."

The Unexpurgated Confessions Of A Gung-Ho Qualified Interpreter, M. Ed., RID, NAD, GCAA, Etc.

By LORNA J. DI PIETRO

January 12:

The beginning of a one-semester graduate level seminar in biosystems . . . To judge from the professor's opening remarks, it will be fast-moving, covering a wide range of concepts in the speciality. My bachelor's degree in English will be of no help, and with only one undergraduate course in biology, it will be a challenge keeping up. Jim, the only deaf student enrolled in the class, knows his stuff, but how will we manage to avoid the hypnotism that results from constant finger-spelling of words like homeostasis, hypokinesesthesia.

January 27:

Emergency call from the clinic—an older deaf woman slipped on the ice and chipped her ankle bone. Off like lightning to interpret through X-rays, setting the bone, applying the cast, taking records, explaining treatment.

February 16:

Class—exciting—hard to keep up. And, tonight? Platform interpreting. Give me strength.

Introducing—John Q. Speaking public, top echelon bureaucracy department worker.

Ladies and Gentlemen, it is a pleasure to speak to you this evening. My topic is the top echelon bureaucracy department which is interested in everything . . . it seems to me that given-the-situation-a-war-we-don't-want-it's-hard-to-breathe - taxes-a-fading-environment-pollution-however-the - approach-is-best-suited-to-community-effort-that-means-you-in-view-of-this-the-department-on-the-other-hand-you-however-thank-you-very- much - ladies-and-gentlemen.

Just once I'd like an "easy" assignment—a speaker who is alive, aware, and communicating; who makes his points clearly and coherently, who realizes there's an audience out there; who doesn't hem-haw half his thoughts and sentences. I'm not an editor, I'm an interpreter! The audience is "listening," responding to **him**.

February 23:

Morning:

Why is there always that pause—and discomfort "Did you say—a member of the Registry of Interpreters for the . . . uh . . . up . . . Dead? Oh! The Deaf—that's much better." I wonder if we should schedule a **seance** or research the sound qualities of the letter "F."

Late afternoon:

The class is starting to interact. Jim is meeting his classmates and the discussions are interesting. Funny how some insist on talking to me: "Tell him . . ." Others aim at Jim directly. None is disturbed by the interpreting during class. One guy said, "It makes me more alert." Another remarked—"The movements make sense—they look like the object." "Does each motion represent a word?" "How many signs are there?" "How can you fingerspell so fast?" Dear **RID**: How about a course in Public Relations?

March 10:

Wish Nature would spend a week being consistent. Arrived at the Woman's Club meeting with hands frozen. It took about a half hour to thaw them out and delayed my talk. The deaf visitors understood! Why doesn't someone invent a special hand heater for interpreters who come in from the cold?

March 20:

Met a woman today. When she learned of my work she asked, "Do you use braille to teach them?"

April 8:

She's a month away from delivery and taking a Red Cross prenatal care class with her husband and a group of hearing

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expectant parents. For a while, terminology was a stumbling block—trying to interpret so they both could understand. This is the third class and communication is excellent.

April 14:

Spring is sprung. The crocuses and tulips are trumpets of color calling all the senses to response.

(Policeman): "Hey, lady—you're blocking traffic, move on."

Oops! It's 8:45 and you have to be in court by 9 a.m.

April 15:

GROAN! How long do we wait today? Yesterday was interminable. The case did not get called. Why must it always be a fight with traffic, a battle to find a parking place, a 10-second dash across a crowded street, a breathless announcement of arrival at the clerk's desk, and then a first encounter with clients and lawyer? Next, the waiting. 7½ hours later they tell you: "Tomorrow, MAYBE."

Conversation with the clients. They size you up. "Are your parents deaf?" That's a compliment—"You sign deaf, like us." You relax. Even if you don't claim the birthright, you have the credentials—your teacher is one of the real experts, you have teaching experience with the deaf, and you have deaf friends. If you can satisfy a deaf client, and the RID with your qualifications, you can satisfy the judge.

April 21:

Finally—it's over and won. After four years of waiting and one week in court, they have the right to be relieved.

After the final session and decision, jury members asked: "How long to learn sign language?" "Where?" "How?" "Can they hear anything at all?"

April 24:

What a day. Two calls for emergency interpreting and I had to say "No." Had a great time playing baseball until Mark's curve ball decided to curve into my wrist. Do companies insure hands, wrists and arms for interpreters?

April 27:

Poor Jim had to put up with my husband Mark as a note-taker tonight. We couldn't find a replacement interpreter on such short notice.

May 1:

2:30 a.m. Damn it all—telephones, technology, Western Electric and inconsiderate people who insist on interrupting pleasant dreams.

Mark: Dear, wake up, it's for you!

Me: Hm-m-m-m? (Where was I? Mmmmmmm. You and your husband have won a six-week-all-expense-paid-dream-vacation-in-Europe.)

Mark: HONEY! It's the hospital. Vicki's in labor and Doctor March wants you to be there to interpret directions while she's in labor. Remember? You agreed. There's an all-expense paid taxi on its way to take you to the hospital.

6:30 a.m. They have a healthy beautiful boy.

Now, where was I? Yes, going to Europe—zzzzzzzzz.

May 13:

An adult education extension course in home economics. Out of the total group of 20, 12 women were deaf. There were some really practical discussions and deaf participants got equal time because they could ask questions during the lecture and get an immediate answer. It's a great way for all of us to learn more about effective and efficient use of freezers!

May 18:

The Prof. same through: a personal effort to communicate with Jim and commend him on the seminar paper. He suggests that he should publish it. To both of us: "Having you in class helped me to learn more about teaching. With an interpreter present, I had to plan every lecture more carefully

and weigh every word I wanted to use, and to respond to reactions more openly."

June 6:

What a sermon—what a preacher! Jean and Mickey are glad they came and could "hear" the graduation services for the grammar school. They wonder if the people who stared at the signs during Mass learned as much as they did from the sermon, and were as proud as they.

June:

- 14 Juvenile services—all day.
A narcotics case—deaf parents—hearing son.
- 18 A compassionate judge . . . "They must understand the proceedings; use language they can comprehend."
- 22 Test results are in—80 pages of words-words-words to make them understand.
- 24 Testimony
Recess.
Testimony.
Recess.
Will it ever end?

July: Vacation!

August 1-31:

I can act! At least the state association of the deaf thinks so. They asked the summer stock company to offer a week of Shakespeare's "Midsummer Night's Dream" with five interpreters onstage. Good ole Will is so adaptable—this shortened mod rendition quite joyful.

The principals? Five volunteer interpreters, enthusiastic and disciplined amateur actors, a hard-working, dynamic director, a fast-moving stage crew. Rehearsal? Every night! First understand the plot, the characters; then translate into signs. Rehearse-rehearse-rehearse. Trial and error: tension: stage-fright. Dress rehearsal: comic relief—a falling tree, costumes that fall apart. A husband and family who need me at home, not romping through the forest with Queen Titania.

Opening night: a success!

From my husband—roses.

From the deaf audience—accolades and thanks for making Shakespeare come alive in their language.

From the hearing audience—thanks for the new dimension.

From the actors—an invitation to perform again—"Those signs are dramatic!"

September:

Visiting lecturer for high school class reading "The Miracle Worker," a play about Helen Keller. Discussions center on ac-

quisition of language, to demonstrations of fingerspelling and basic sign language.

Received a request for interpreting a sensitivity training session by the deaf graduate student registered for it. I declined. How do you interpret emotional sessions involving 10-12-14 participants? How can you convey the intensity of emotions? You can't "contain" the group. Sometimes you can't even identify the speakers. The change so swiftly. Ideas, feelings, words sweep out—unexpected, accepted. Support—challenge—hostility—encouragement. You can't say—"slow down"—"a bit louder please." The group is where it's at and it must proceed—to open, to explore, to reveal—unfettered.

A weekly after-school charm course to deaf high school girls offered at a local department store. Whatever happened to "How do you do?"

October:

Conference on Continuing and Advanced Education Programs for Deaf Adults.

What a challenge! Interpret for prepared speeches; switch to round-table discussion interpreting. Hurray—a coffee-break-and-social interpreting. Media presentation—can you all see me? Take a break and record for a while. Ooooh—my aching tired self! Six interpreters present for the occasion to be sure that there is interaction among all participants—teachers, administrators, government officials, deaf persons.

Interpreter opinion? We need more qualified interpreters and a regular 1/2-hour rotation schedule.

November 16:

Lecture series speaker: "Enjoyable, personal, warm, clear, logical. Apt choice of phrase and fine sense of humor." So said the deaf audience. I agree and that's what I call an "easy" assignment.

November 24:

Thanksgiving service.

December:

Community service meeting—interpret for deaf speaker from COSD.

Legal counsel meeting.

Traffic court.

Settlement—they just bought a house.

Hospital—interpret for deaf stroke victim.

Telephone calls "home" for deaf friends.

Jimmy—age 6 1/2—has the measles. Mommy has a cold!

She's already had the measles!

Christmas shopping.

It's coming too fast. **Stop the world! I want to get off—**
for a while.

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ARKANSAS ASSOCIATION CONVENTION—During the convention of the Arkansas Association of the Deaf in Little Rock last July, outgoing President Tommy Walker presented Mrs. Charlotte Collums with a plaque in appreciation of her efforts in behalf of the deaf in Arkansas (picture at the left). The other picture shows the new AAD officers. Front row, left to right: Alice B. Frick, first vice president, Marie Haggard, secretary, Charlotte Collums, president. Back row: Charlie Gray (left), treasurer; Bryan Caldwell, second vice president.



ANNOUNCING THEY GROW IN SILENCE

NOW! At long last, the book that tells it as it is . . .

Two years in the writing, by Dr. Eugene D. Mindel, child psychiatrist, and Dr. McCay Vernon, psychologist, the book is **They Grow in Silence: The Deaf Child and His Family.**

With the necessary know-how, with no false promises and hopes, with concern for the deaf child and his family, the writers take you on a journey from the initial discovery of deafness through the deaf person's life as interpreted by the hearing person.

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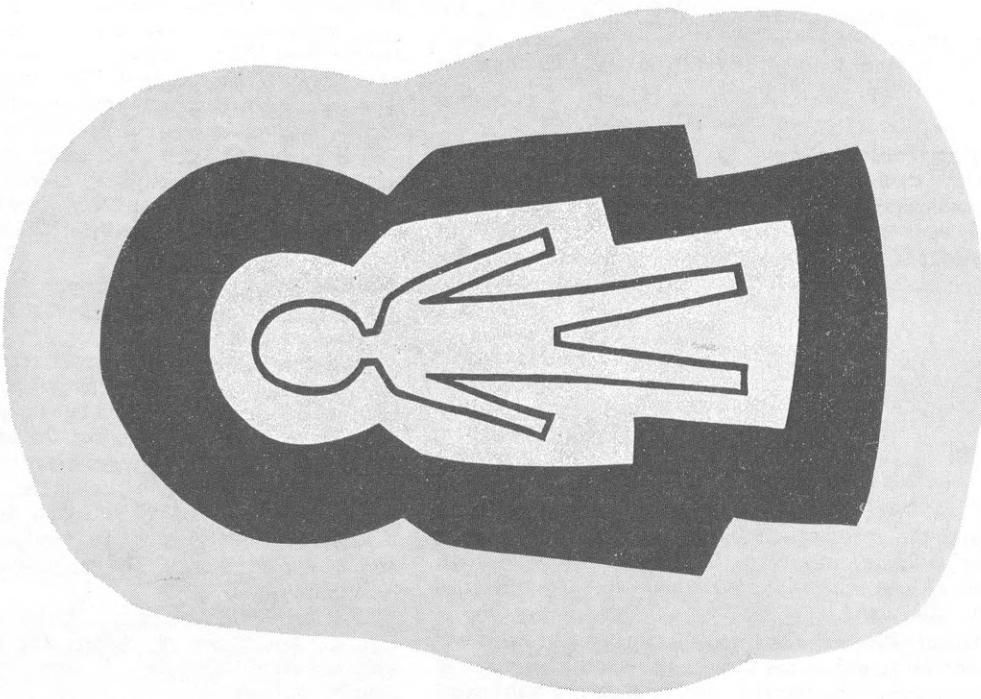
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*By Eugene D. Mindel and McCay Vernon
With a Foreword by Roy R. Grinker, Sr.*



From A Parent's Point Of View

Mary Jane Rhodes, Conductor

Would you believe, at long last, a book has been written by professionals who are willing to assume that parents should know all the facts about deafness? Professionals who are willing to tell it like it is?

"When parents are confronted with the discovery of their child's deafness and finally realize that he is apparently not responding to environmental sounds, psychological operations come into play. These tend to prevent parents from becoming aware of things that cause them psychic pain."

"The grief, anger, guilt and helplessness stimulated by the discovery of the child's deafness seldom disappear completely in any parent. Although most achieve various partial resolutions of these painful emotions, it has been the authors' clinical experiences that the mildest emphatic probing of parents' feelings will inevitably reactivate an intense but transient grief. This has been observed in parents of young children as well as in parents of deaf offspring now in their forties."

"Although a child may perceive a drum beat, respond to a shout or look up at an airplane passing overhead, he is psychologically, educationally and socially deaf if he cannot understand speech. Destructive confusion and controversy has grown from a simple failure to realize that sound perception for random nonspeech noises does not allow an understanding of speech. Deafness so defined seems clear; it sounds logical and too obvious to need special explanation. The current condition of the rehabilitation commitment for the deaf shows that far more than simple definitions are needed. Common sense has been struck down by nonsense."

The three quotations above are from *THEY GROW IN SILENCE*, a book written by Eugene D. Mindel, child psychiatrist, and McCay Vernon, clinical psychologist, who were formerly associates at the Project for the Deaf, Institute for Psychosomatic Research and Training, Michael Reese Hospital and Medical Center, Chicago.

Dr. Mindel first became interested in the deaf community when as a medical student he worked in the infirmary at Gallaudet College. Dr. Vernon is a hearing man who attended Gallaudet College and is married to a deaf woman. He has attained international prominence as a writer and researcher on the psychological aspects of deafness.

This book, written from a professional's point of view, is a godsend to parents of deaf children. It is all there and you can tackle all of the problems at once, or feel your way through the book as you are ready to take the next step in understanding your child's deafness. For parents of older deaf children, I can voice the regret: **Why didn't someone say these things before?** For parents of young deaf children, I can express the feeling: **Someone cares, someone understands, someone is reaching out to help us.**

For those who have wasted years of their deaf child's life trying to find the answers, this book can bring heartache. Many have taken the wrong path in trying to lead their sons or daughters through their silent world. But for these parents, I think I can speak for the authors when I suggest that it isn't too late to undo much of the damage that has been done. Don't spend your time berating yourself for what happened in the past. This is a new day; begin now to make use of the knowledge you have gained.

THEY GROW IN SILENCE, with chapters on The Hearing Man's Bias; The Impact of the Deaf Child on His Family; The Primary Causes of Deafness; The Testing of Hearing and Related Issues; Social, Educational and Language Development; Oralism or Total Communication; and Outcomes, will allow parents to pick and choose the information they are seeking.

For years, I have hoped and pleaded for parent education programs. I honestly feel that Drs. Mindel and Vernon have

provided the book for such programs. Using *THEY GROW IN SILENCE*, educators and other professionals can help parents progress, step by step, until they know the facts of deafness, the potential of their deaf child and what the future can hold for our deaf citizens.

I would urge every superintendent of a school for the deaf, every parent organization and every vocational rehabilitation or social service agency to establish parent education programs, using this book as the tool to bring about an understanding of deafness, and the effects of deafness on family relationships. For example:

"The deaf child, because he must depend more often on communication of a nonverbal nature, remains more dependent on the mother than the normally hearing child. His is a forced dependence born of an inability to develop conventional communication.

"Because the deaf child has a severely restricted choice of people from whom he can learn, what the mother regards as acceptable and unacceptable will be more firmly implanted as a permanent part of the deaf child's personality.

"The deaf child's forced dependence upon the mother imposes additional frustrations on her. She cannot extricate herself physically or emotionally from the care of the child through outside activities.

"Regardless of the child's age, this period of shock follows the parents' confrontation with the fact of their child's deafness. The shock is a blend of disbelief and grief, helplessness, anger and guilt. A person thrust into such a state suddenly feels set apart from the rest of society. The rest of the world, happier, content and not burdened with grief passes by scarcely stopping long enough to notice the pains of others."

These things touch us parents where we hurt. They put into words what we have lived through and are now living through. But we need no longer seek and search for answers alone. Just seeing our thoughts and feelings in print assures us that other people do understand the battle that parents of deaf children face in trying to adjust to our child's deafness.

I would hasten to add that this is not a book for parents only. Educators and other professionals will find the book helpful in understanding the problems faced by the deaf population and their families that they have chosen to serve.

"One who reads literature about deafness discovers that many prescriptions for deaf persons serve not them but the people serving the deaf. Teachers of the deaf often use their own projected feelings in attempting to understand the plight of their deaf students; facts are ignored. The primary problems of those born deaf are not caused just by inarticulate speech. Serious problems are frequently caused by their inability to ascertain subtler aspects of human behavior. These subtler aspects play an important role as articulate speech develops in the normal-hearing child. What is seldom understood, and even more rarely applied, is that talking out loud is just a small part of human communication.

"Educational goals for deaf children have been derived from goals originally developed for hearing children. Even textbooks for hearing children are used; though they may have sections about the telephone, public speaking, singing, et cetera.

"Our traditional approach to understanding deaf people has been to look at areas in which they have failed, then to reasons for those failures. Originally explanations centered around the idea that failures, especially educational failures were intrinsically related to deafness . . . Some still regard deaf children as intrinsically retarded and admonish parents to expect no more than fifth-grade academic achievement . . . The deaf child's intelligence had originally been examined by using standard verbal intelligence tests. The baseline for comparison was the scores of hearing children. That the deaf child has a major sensory deficit precludes the use of such materials without careful and considered modification."

Parents across the country, clutching this book in their hands, can bring about revolutionary changes in the education of their deaf children. Facts cited in the book are supported by research taking place in this country over the past decade. The facts are there. Will parents use them to insist on improved educational programs for deaf children?

THEY GROW IN SILENCE also makes a plea for understanding on behalf of our deaf citizens:

"The thought of being isolated from one's fellow human beings and from the sound environment in which we live is painful for all to contemplate. If we did not have to be isolated, if we could understand what the intentions of the other persons were, if we could explore the richness of their behavior, if we could delve into the world's literature, then the loss of hearing would not be so intense. But without adequate language we cannot do these things. This is why deaf persons are isolated."

Perhaps the challenge and intent of the authors is wrapped up in this one paragraph from the Preface:

"They grow in silence, but they need not grow alone. For centuries, the deaf have been one of nature's 'experiments' on the effects of cultural isolation. But for all its years, this 'experiment' has resulted in little to bring

the deaf into the mainstream as equals. When all of the academic and pseudo-academic rhetoric generated over how best to educate and socialize the deaf is over, they and they alone must live out the 'results.' The results, when examined honestly, are not encouraging. But by early appropriate intervention at the social and educational level today and tomorrow, intervention at the social and educational level today and tomorrow, the deaf child and his family need not continue to be strangers in the same house."

I recommend that parents send for two copies of this book immediately—one copy for their own use, to be read and passed around among relatives and friends, the other copy to be presented to their deaf child's teacher. The cost of the book is \$6.95. Just think, for a little less than \$14, you can help assure your deaf child and others to come after him an understanding and a brighter future. (How much have you spent in the past seeking professional help?)

Send your check to: THEY GROW IN SILENCE
National Association of the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910

(Permission received from the authors for the use of quotations from THEY GROW IN SILENCE.)

Book Review

THEY GROW IN SILENCE: The Deaf Child and His Family

By Eugene D. Mindel and McCay Vernon, National Association of the Deaf,
118 pp., \$6.95

The writers of this excellent book wrote it about deafness, the infancy, childhood and education of a deaf child. Actually, it is about the way people act and feel. Maybe that's what makes the book so undry, unpedantic and unboring. There isn't an excess paragraph in it, not a sentence about which I wasn't capable of thinking and feeling at a fairly deep level. And the book is honest, painfully so.

I've read books about deafness, but none of them ever mentioned deaf people as beggars, or the smile of what I call the "false fine" which so many deaf people use in a pitiful surface adaption to "normal" social life.

Or this: "Infants do differ in their evident endowment at birth. Some are very placid and easily cared for; others are irritable and difficult to please. The manner in which the parent deals with an uncomfortable infant is one measure of her ability to cope with her own frustrations."

The man who wrote that is no fool. Thank God for the end of the idea that the child doesn't also have his part in the parent-child relationship (about which we are told so much in popular writings).

"The deaf child," say the authors, "contributes additional confusion and conflict to a marriage." The usual discussions would never mention this. The usual books are about deaf children, not their parents, but if you have ever suffered the pressure-cooker effect of family frustration and tension, you will know that this insight is vital, and that a chapter about the impact of a deaf child

on his family is basic to any kind of understanding of the problem.

Other chapters on the causes of deafness, testing and the deaf child's development offer fresh and interesting sidelights. In almost every paragraph I learned something new.

Occasionally, the writers seem to be saying that the aches and anguishes, the ambiguities and ambivalences of hearing parents and deaf children are not different from those of the "normal" family in kind but in degree, in intensity. We are closer to one another than we think, yet this knowledge must never obscure our differences. It is a paradox that only by fully knowing the differences are the similarities made plain to

us in the deepest way.

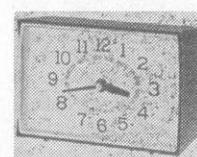
I believe this book should be given to every student of human behavior, whatever his special interest, should be given to every parent with a child who has a handicap or who has no handicap at all. For me it was like looking into a mirror; it made me cringe sometimes, but at least I know the mistakes and the cringing are not peculiar to me alone. Congratulations, Mindel and Vernon, you have given us one fine book. — Joanne Greenburg.

(Joanne Greenberg, author of "I Never Promised You a Rose Garden" and "In This Sign," has received several awards, the most recent being the Christopher's Literary Award in February, 1971.)

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The Peril Of The Abbé Sicard

By FRED R. MURPHY

The following is an adaption of an article appearing in the first issue of the *Annals of the Deaf and Dumb*, Vol. 1, No. 1, dated October 1847, and written by Luzerne Rae, the first editor of the *Annals*. The word "Dumb" has since been stricken from the name of the *Annals*.

Stories and articles dealing with the history of the education of the deaf in America generally tell of the adventures of Thomas Hopkins Gallaudet on his trip to Europe in search of methods to be used in teaching those who could not hear.

Gallaudet's cool reception in England and his subsequent going to France are well known. However, if one were to delve farther back into the life of the Abbé Sicard, he would uncover a chain of events that almost changed the entire course of education of the deaf in America.

Gallaudet, as every student of the history of America's education of the deaf knows, received no encouragement while in England. The Braidwood family, it seems, enjoyed a monopoly on teaching the deaf and were apparently unwilling to share their knowledge with others. Besides, Gallaudet had neither the time nor the money necessary to serve the several years of apprenticeship that was required by the Braidwoods.

It so happened that the Abbé Sicard was in London while Gallaudet was there, to lecture on and demonstrate his method of instructing the deaf. Gallaudet attended these lectures and received an invitation from Sicard to come to Paris and be a guest of the Royal Institution for Deaf Mutes which Sicard had founded in 1790 and which he headed.

The presence of Sicard in London at this opportune time marked the first of a chain of events that resulted in Gallaudet's return to America with experiences and knowledge that enabled him to establish the first school for the deaf at Hartford, Connecticut. In delving farther back into history, especially that detailing the life of Sicard, we come across a chain of events that could have changed the history of the education of the deaf in America. In short, had not divine providence intervened, Gallaudet would never have met Sicard; he (Gallaudet) would have returned to America empty-handed; and the start of education of the deaf in America possibly delayed. Even Gallaudet might not have been the "father" of American education of the deaf and perhaps Gallaudet College might have been named for someone else. This is not idle conjecture; it could have happened, but fortunately did not.

During the bloody French Revolution (1789-1799) the Abbé Sicard was the head of the Royal Institution for Deaf Mutes in Paris. He had succeeded the Abbé de L'Epee who founded that institution sometime between 1755 and 1790.

The streets of Paris are reputed to have run red with blood as the French revolutionists terrorized the populace. The clergy, especially, suffered harshly at the hands of the revolutionists. The Abbé Sicard, being a Roman Catholic priest, lived in fear of his life. The National Assembly, then in power in France, required that the members of the priesthood take a series of oaths. Most, if not all, refused and were summarily executed for their refusal.

The Abbé Sicard was among those who refused to take the oaths so on August 26, 1792, he was seized and thrown into prison. Hereupon commenced a series of events that could have changed the history of the education of the deaf in America.

Sicard was first taken to the Hotel de la Mairie where the Comité d' Execution was assembled. Even the very names of this place and the committee in session there sounded ominous.

The next morning Sicard's students, led by his favorite pupil, Jean Massieu, appeared with a petition which they presented to the Assembly. It was read by one of the Secretaries. The petition read:

Mr. President:

They have taken from the deaf and dumb their in-

structor, their guardian and their father. They have shut him up in prison like a thief, a murderer. But he has killed no one; he has stolen nothing. He is not a bad citizen. His whole time is spent teaching us to love virtue and our country. He is good, just, pure. We ask of you his liberty. Restore him to his children, for we are his. He has taught us all we know. Without him, we should be like the beasts. Since he was taken away, we have been full of sorrow and distress. Return him to us, and you will make us happy."

An order was soon issued for Sicard's release, but in the disorder and confusion the order was forgotten or neglected and Sicard received no benefit from the prompt and generous intervention of his pupils. Instead of being released, Sicard was confined to the prison of la Mairie until September 2, 1792.

On that fateful day a large number of soldiers rushed into the hall where Sicard and his fellow sufferers were confined. They were under orders, they said, to transfer the prisoners to the Abbaye. Six carriages were provided to convey the hapless prisoners to the Abbaye, and the progress of the cortege through the streets was slowed by a tumultuous mob that surrounded it, hurling insults at the prisoners and demanding their deaths. Sicard and four companions were in the first carriage.

Three of Sicard's companions were instantly killed when they attempted to escape upon reaching the Abbaye. The fourth managed to escape into the mob with only a sabre wound. Sicard chose to remain in the carriage and was overlooked. At an opportune moment Sicard sprang from the carriage and succeeded in making his way into the Hall of the Committee where he appealed for succor. By making known his name and occupation, he was given protection that was short-lived. The mob broke into the Hall and Sicard was recognized and set upon.

Had it not been for the intervention of a clockmaker named Monnot, who shielded Sicard and gave him an opportunity to speak in his defense, Sicard's life might have ended then and there. In an eloquent appeal Sicard said, "I am the Abbé Sicard. I teach the deaf and dumb, and since the number of these unfortunates is always greater among the poor than among the rich, I am of more use to you than to them." The mob reacted immediately by embracing Sicard with ardor and carrying him away in triumph.

Sicard insisted, however, that his release be effected in a legal way so he was left in the Hall of the Committee. He was confined, with a few others, in a small room of le Violon, overlooking a courtyard where the prisoners from la Mairie were put to death as they refused to take the oaths. About three o'clock in the morning, when there were no more prisoners left to be slaughtered, the rioters remembered that there were a few prisoners in le Violon. They set out to bring them to the courtyard to die.

As the murderers beat upon the door of the room where Sicard and his companions were confined, Sicard knocked on the door that communicated with the Hall of the Committee to appeal for safety. His only reply from the commissioners on the other side of the door was that they had lost the key to the door.

There was a platform in the room where Sicard and his two companions were held. The three thought that it would provide a means of escape, but it could only be reached by one climbing up on the shoulders of the other two. Sicard's two companions offered to remain and allow Sicard to escape, claiming that he was the most useful of the three, but Sicard refused. However, after a while he acceded to their pleas and climbed over their shoulders to the platform.

Meanwhile the sturdy gates of le Violon were beginning to yield to the assault of the rioters. Just as they were about to give way, the rioters were called back to the courtyard to

witness the deaths of two more priests who had been torn from their beds in the middle of the night to die.

This evidently satisfied the mob and they agreed to cease their slaughter for the night. Before they disbanded they set four o'clock Tuesday as the time for Sicard to die.

Sicard immediately wrote a letter to an influential friend in the National Assembly. The letter reached its destination and an order for Sicard's release was issued.

There was not much time left but, thanks to a storm that arose and caused postponement of the executions, the order was delivered to the Commune in time. Three hours after the time set for his execution, Sicard was set free.

In two or three days order was restored in Paris and Sicard returned to his establishment to pursue his labors there, with the same zeal and success as before.

The real significance of these events on the education of the deaf in America is a matter of conjecture that will probably never be settled. The serious student of history will ponder these questions:

- If Sicard had lost his life would his successor, if any, have attained the prominence to warrant an invitation to London where a meeting with Gallaudet occurred?
- Would Gallaudet have gone to France or would he have given up and returned home empty-handed?
- Without the benefit of European knowledge of the education of the deaf, what would have been the fate of plans to provide education for the deaf of America?
- Who would have taken the Abbe Sicard's place in France, or would the Royal Institution have been abandoned?
- If Gallaudet had given up, who would have taken his place?
- And finally, would Gallaudet College have been given the name which it so justly and proudly bears to this day?

The answers to these, and many more questions, will probably never be resolved to anyone's satisfaction. The events recounted here prove, beyond doubt, that the education of the deaf in America, as it is today, is not only the result of pluck and perseverance, but the gracious intervention of divine providence also.

The Deaf, The Blind--And The Movies

By JOSEPH WIEDENMAYER

Young deaf people will never know how wonderful it was to attend and understand the movies at the local theatre long before World War II.

Those were the years of silent captioned movies in every cinema. They were motion pictures which could be enjoyed by both deaf and hearing people. Later on, when sound movies and eventually television came in, captioned films went out—never to be seen again except for those pictures now available from Media Services and Captioned Films of HEW.

But these HEW films are, of course, not available in any regular motion picture theatre because captioned films for the deaf are not commercial. They are distributed free.

The result of this electronic "progress" with the introduction of sound in motion pictures and television programs was both good and bad.

Hearing people among the blind who couldn't see the old silent captioned movies could now hear the audio presentations while deaf people among the sighted could see the visual part.

But, understanding only the audio or only the visual parts without captions is certainly not getting full value from public media services which are supposed to ascertain and reflect the needs

of the total community, according to a Federal Communication Commission regulation. Although television is free, until the coming of paid TV, it still remains a public service. In the movie theatres, it is another matter. Ticket prices are excessive today, particularly for those who can't see or can't hear.

Therefore, I suggest a 50% discount on all movie tickets for such people who would like to go to the movies regardless of their physical limitations.

National organizations concerned with the deaf and the blind could process individual applications and issue certifications to profoundly deaf or legally blind people that would be recognized and accepted by all motion picture theatres.

Something is now done with respect to train travel discounts for escorts traveling with blind people. The American Foundation for the Blind issues wallet-size cards certifying that the holder is legally blind. These are issued on the basis of reports from ophthalmologists and permit the companion of the blind person to travel free, which of course amounts to a 50% discount for the two persons.

Is this suggestion for cut price movie tickets worth further consideration by the deaf and the blind communities? Would you accept such a discount?

Please send your comments to the Editor of THE DEAF AMERICAN.

ICDA Elects James Herron

At its 22nd annual convention held in Baltimore last July, the International Catholic Deaf Association elected James Herron of Pittsburgh, Pa., president for a two-year term. Other officers chosen: Mrs. Frances Preston, first vice president; George Wilson, second vice president; Keith Dorchester, third vice president; Ralph Hinch, secretary; James Kiel, treasurer. Board members at large elected were Robert Bates and James McGuire.

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LAWRENCE NEWMAN

two letters on higher education article

Two persons have taken the trouble to comment on some aspects of my article "on higher education" which was published in the April 1971 issue of THE DEAF AMERICAN. It is regrettable that Mr. Arthur Simon saw fit to take percentage statistics from one table and to insert them with statistics from another table to make it appear as if I were twisting facts. I referred to Table 41, page 98, of "Deaf Students in Colleges and Universities" which had deaf respondents and not hard of hearing respondents. The hard of hearing respondents were on Table 42—the next page—which I did not even bother to examine carefully because it was irrelevant to my article. Of the deaf respondents, 36% of group A took own notes, 31% of group B, 46% of group C and 46% of group D.

The percentages were large enough for each group to cause me to write the following statement in my article: "What is disturbing is that under Table 41, methods of getting information from classes or lectures, quite a few students stated that they took their own notes." I concentrated on this aspect and not on other ways of taking notes because a large number did say they took **their own notes** which elicited the following comment from me in my article: "It is obviously impossible to speechread and take notes at the same time without the note-paper appearing as if chicken marks were all over it."

My article did not mention "extension, evening school, summer school or correspondence programs at a regular college or university . . ." mentioned in Mr. Simon's letter. In my article I asked "were the figures inflated by students attending vocational junior college programs or enrolled as 'special students' taking only art courses?" These types of colleges are among the list of colleges and universities attended by respondents given on pages 189-196.

Mr. Simon asks how many from the Riverside State School were qualified to attend San Fernando Valley State College. Two years ago eight of our students entered the freshman class at Gallaudet College. Almost all of them would have qualified. Mr. Simon should look into the standard achievement test scores of the Riverside students. Their scores will compare favorably with any prelingual and profoundly deaf groups Mr. Simon has in mind.

I would, however, agree with Mr. Simon that not many from the general deaf school population could qualify for attendance at San Fernando Valley State College. The reason for this is due to the very thing Mr. Simon advocates—the oral method. Mr. Simon's naivete shows when he made the following statement: "It isn't so much the method of communication that is used, but the quality of teaching in secondary schools and the calibre of the students . . ." The calibre of the students depends in large part on the education they have had. In the case of deaf students, most of them have not had a good education because basically they moved in a non-communicating environment. I wish to reiterate here that the method of communication is the key if started early enough and used in the home as well as the school. No matter how high the quality of teaching if one speaks in Chinese to English speaking students a lot of students are going to suffer.

In regard to lipreading, Mr. Simon wrote:

As to Table 57, which Mr. Newman mentions, only 2% of Group C and none of group D regarded lipreading not at all helpful. This might appear puzzling at first glance, but I am sure that in answering the questionnaires for the survey, they were thinking as I did of using lipreading in various situations.

Apparently, Mr. Simon had not checked up on the questions

that were asked which are listed at the end of the book. The questions asked were in specific and not in general terms. For example, the question was: For academic success ability to lipread is: For good social life ability to lipread is: The student could select from the following:

1. Absolutely necessary
2. Very helpful, but not absolutely necessary
3. Somewhat helpful
4. A little helpful
5. Not at all helpful

If it were absolutely necessary and situations other than the classroom were meant then it follows that the deaf should be excused from classroom attendance at regular colleges and universities. To carry this reasoning to its conclusion I will take the liberty of repeating here what I already said in my article:

Our education was, for the most part, gained from diligent outside reading. This is not the same as the give-and-take of stimulating class discussions and listening to subtle points and tones of emphasis neglected by notetakers or simply not possible to record on paper. Education in such a setting carries with it one dimensional flatulence. The learner participates only as a receiver of information and not as a participant in the process able to share his thoughts with others thereby developing to the fullest.

In regard to Mrs. Patsy McKeown's letter, I agree with her that those who attended regular colleges and universities graduated mostly from day and residential schools that follow oral only precepts. The point I tried to make was that there are such schools throughout our country yet so few of their students go on to graduate from regular colleges and universities. In my article I pointed out: "In 57 years this comes to a little over 3.2 students per year." Farther on in my article I wrote: "The question thus arises as to how many did not attend any college at all because of a school's philosophy of oral only training and integration with hearing students."

A case in point is what happened when one oral school in the East went all out to encourage students to attend a regular college. At one time nine students from this school attended such a college and, as far as I can gather, only two now remain.

It seems ironical to me that there is no argument in having special schools, oral or otherwise, for deaf students but it is a different matter when it comes time for college. At the college level, subject matter is more complex, the need for receptive and expressive communication skills never greater; yet it seems more important to be integrated than educated.

Mrs. McKeown quotes the authors' assertion that what differentiates those who attended a regular institution of higher education with success and those who did not was simply academic accomplishment. Is it meant that no other factors such as psychological, emotional and social are involved?

There has been no intention to belittle the achievements of Mrs. McKeown and Mr. Simon and others like them. The fact that they graduated from a regular college or university is a remarkable achievement. Whether such deaf persons would have been happier and done as well if they first attended a college for the deaf is a moot question.

To my way of thinking, most of the deaf students are far behind in their educational development at a time when they are supposed to be ready for college-level work. Colleges and other higher education programs for the deaf have much to offer: An extra preparatory year is open to the deaf; intensive training in language arts is in effect; there are more persons involved who understand the nature of the handicap of deafness. During this stage in life, young deaf people are bursting out in all directions and beginning to understand themselves better. Their feelings and thoughts are having a chance to jell. At college graduation time, I feel many of them are then better prepared, psychologically, emotionally, mentally, to pursue graduate studies at a regular college or university.

More Than A Voice: Wrestling Oralism From Purism And Traditionalism

By MAX N. MOSSEL

Recurring plaints from a cross-section of deaf people who have been through the mill (pure oralism first, that is) are epitomized in the following as acronyms—everyone of them spelling V-O-I-C-E, which we want and must have at policymaking levels:

Volta Oralism Isn't Cumulative Education.
Victims Of Incompliant Classroom Echoism.
Virgin Oralism Immortal! Combine Everything!
Voice Only Impedes Communication Efforts.
Voice Oddities In Cacophonic Enunciation.
Virgulize Oralism In Chiro-dactylographic Expressions!
Vested Oral Interests Circumvent Evaluations.
Volunteer Oralism In Control Experiments!
Verily Oral Inadequacies Create Ennui.
Vegetating Oralies In Cabbage Education.

The acronyms are in no wise anti-oralism slogans which cannot help but look that way. Actually it is not so much oralism itself as an exclusive use of it for a medium of communication favoring the teachers far more than the children. Before a wrong conclusion is jumped to, let it be said oral teachers are a dedicated group, conscientious and serious workers, valued assets to the profession, and certainly such persons no one can afford to do without. Hard as they work, yet may it be said that it is easier on them not having to know and use the language of signs. This even with no regard for the children whose immediate need at their stage of maturity is a stepped-up language activity and a more facile base in communication than oralism alone can offer? If it were not for the self-same, ages-old substandard speech developed at great costs in time and effort—the inferior speech with a bleak future, we would have no cause to write and ask for sweeping changes.

Again, we are not against oralism. We cannot be when we think of it in the terms of labialism which we welcome and use for its ancillary role in manual communication. Unlike speech with normal modulation striven for, labialization itself imposes no real hardships on an average child. At most it is oral signs formed with or without voice . . . perhaps to become the property of the eyes of a deaf person spoken to. Accordingly, the ability to labialize is not contingent on audibility or even correct modulation as far as deaf persons are concerned. This explains why a number of us do communicate within our minority by the labial method, however unintelligible our speech

may be to hearing eavesdroppers. Of course, there is a very little social value in silent speech when not many hearing people can read lips—they who, by all logic, should do better in this art but who expect too much of us.

Then why give oralism such a resounding slap on the wrist? In the first place, oralism to laymen means total verbal skills simply to be had for the training. Nothing could be further from the truth. Propaganda has blown up the misconception to a greater delusion than is warranted for the eventual well-being of the deaf. It invariably ends with many parents sold on oralism without knowing the odds against oralizing their children. They do not realize until too late that with all extensive training in speech, covering about 200 words yearly the first few years, most children have nothing but mediocre speech and fair educational achievements to show for their efforts.

Speech is an elusive affair for those who have never heard it. Since a faculty of speech means an ability to produce meaningful combinations of distinctive speech sounds, it does not have to be called intelligible speech—a term which is tautology unless it is intended as a compliment to a hearing parrot. But the typical speech of the deaf is a horse of another color. It is neither intelligible nor unintelligible but a variable mixture of both traits.

The term, sub-standard speech, is misleading, for it could imply a result of poor training or a fault and doing of a child. Such type of speech we would rather name **ersatz speech** which is defined as prominence of unintelligibility in speech offset by legibility in labialization. This definition describes the experience of hearing people who, until accustomed to speech mannerisms of the deaf, watch the lips for clues leading to educated guesswork.

More must be told about the nature of ersatz speech. It is this in some of the situations such as: 1) when either parent but not both understands what his child speaks; 2) when siblings but not the parents understand what is said to them; 3) when verbalization is intelligible to family members but hardly to outsiders; 4) when no family member can understand the child even though his teacher can; 5) when an audience makes very little out of a valedictory address delivered by a graduate; and 6) when a waitress insists on a written order rather than taking chances with it verbally.

There is no way to prevent a child from knowing his speech is of the ersatz kind; he is bound to find out some day anyhow. Accordingly, it is inadvisable to deceive him just so to hold him steadfast in his oral endeavors. The truth in

the wake could catch up to change the course in his life. Wise are the parents who confide in their child about his quaint voice, for taking comfort in their knack of understanding his speech, he will continue to talk to them as a matter of convenience to him (which it actually is).

The sooner the parents realize ersatz speech falls to the lot of most prelinguals, the better it will be for all concerned. The postlinguals, usually outnumbered by a wide margin, have passable speech previously acquired before the onset of deafness. Their problem is unlike that of the prelinguals, less acute in an acquisition of language. Yet, in the field of education, distinction is not always made to the parents between the prelinguals and the postlinguals. Whenever hopeful parents are found gaping and drooling at those wonderful oral achievements of the postlinguals and wishing such on their own prelinguals, they are likely to have been misinformed. People like them can do the children more harm than good. Nothing short of magic can change a sow's ear to a silken purse. To be sure, oralism has merits, but it also has side effects. So, like medicine, it should be administered discriminately.

In the vast majority of cases—perhaps at least 85% of them—the typical speech of the total deaf population runs from no speech through bestial jabbering to the ersatz kind. However great the barrier, there is no problem in penetrating the hearing society and being accepted for what we are, but the sober truth is we are insoluble and indigestible in its social lifestream. We find our "different" speech, to say nothing of our inability to use a phone, does tax the patience of most hearing people with whom we would like to associate. We certainly cannot blame them for keeping us so often at arm's length in social situations.

It is no wonder we, after the fashion of birds of a feather, flock together, organizing ourselves into all sorts of interacting minorities within our minority. We are citizens and taxpayers. We take care of our people within our ability. We are at peace with hearing peers except for one thing. The fact that qualified deaf leaders are excluded from most phases of high-level policymaking concerning our little people has become a bone of contention.

After more than 100 years of oralism with debilitating effects on the education of the deaf, it is time to face facts and invite us in to help formulate direction toward realism.

Direction Toward Realism

In view of what has been said, we feel more could be achieved if oral training

were made a *subject in the same sense as art, typing and other school subjects. There is a rationale for this approach as outlined in the following:

1. Children acquire oral skills commensurate with their rates of development and maturity. In other areas of learning oralism meshed with other media of communication becomes only informal. In this way language development and activities need not be held back until children are able to oralize.

2. As a subject, it provides better motivation than the medium itself. Children will find it less tiring than all-day pure oral medium. For more children than now, it could be their favorite subject—the one looked forward to each day, and naturally real learning and better resolution could take place.

3. As a subject, it has to be graded to keep parents posted on oral achievements of their children. The present practice of omitting such grades does disservice to a rapport between a child and his parents.

It has been said grades should not be given on oral work lest poor grades discourage and deter children from oral endeavors and on the ground that they (the grades) could be mistakenly associated with school subjects. This fails to explain why grades are given for other subjects when poor grades are always possible. Then there is all the more reason for disassociation to make oralism a subject.

4. Those embracing the concept of pure oralism insist all-day oral training during the formative years is necessary to exercise (sic) the voice box. If true, then all other motor activities ought to follow this pattern. Half-hour music lessons would have to be lengthened to five hours daily. Likewise for singing and typing. And so forth.

Activities for motor skills have to have time limits for regenerative purposes. We cannot circumvent Nature's way of readying maturity. Various factors not taken into consideration, a prelingual undergoing extensive training at age 3 is not necessarily more advanced in oral skills at age 12 than another prelingual or equivalent intelligence starting at age 8. A Coke iced on Sunday cannot be made any colder on Friday than another Coke iced beside it on Thursday. All is needed an experiment to support or reject this hypothesis. And common sense promises it will be supported.

5. An integration of manual and oral media means more than just coexistent media. They work for each other for mutual benefits. Students must never lose out in any learning area because of their liability in lipreading. Actually the manual medium not only takes out guesswork in lipreading but also promotes development of the skill. In other words it is

* As a subject, it would require more speech teachers, at least two each period, to help out in speech work which, otherwise, might not be possible under the one-teacher plan.



TEMPLE BETH OR OBSERVES 10TH ANNIVERSARY—Left to right: Mr. and Mrs. Alexander Fleischman, Greenbelt, Md., guests of honor; Mrs. Betty Kreiger, Bronx, N.Y., singing "America the Beautiful"; Mrs. Alice Soll, chairman of the 10th anniversary dinner-dance; Lee Brody, new president of Temple Beth Or, and Mrs. Brody; Mr. and Mrs. Irving Meyers. Partially concealed, at extreme left, are Sam Lewis, master of ceremonies, and Mrs. Lewis. Behind Mrs. Kreiger is Solomon Soll, co-chairman of the event.

Temple Beth Or Of The Deaf Celebrates 10th Anniversary

Temple Beth Or of the Deaf of New York City observed its tenth anniversary on June 27, 1971. Some 200 members and friends assembled at the plush Neptune Inn in Paramus, N.J., to celebrate with a dinner and dance.

A decade ago a call for more frequent religious services and a Hebrew school for young deaf children brought on an advancing movement to build a temple, long a void in the practice of Judaism for the deaf. The late Catherine D. Ebin led the efforts to provide an active program that befitted the younger generation of followers. The campaign received support from the Union of American Hebrew Congregations.

The happy crowd at the June gathering showed their contentment over the fruit of 10 years of toil despite the untimely passing of Alton Silver, a young man who missed ordination by a year in his quest

an instant verifier in an oral communication . . . no exasperating repetition and rehashing of a missed oral word.

6. Will the oral subject lessen chances for oral opportunities? We'd rather think not. The teachers will use the oral medium no less than before—perhaps more. The postlinguals will continue to oralize as before. It is the prelinguals who will have to be prompted and encouraged during the oral period.

Criticisms have a habit of taking away something, thus creating a vacuum which Nature and its creatures abhor. This vacuum is truly the besetting sin in the education of the deaf. It has caused a tug of war of long standing. Hearing out both sides will only partially fill it. Real efforts toward a compromise will be even better.

After all, oralism is not the problem. The problem is wresting oralism from purism and traditionalism.

to become the first deaf rabbi in the re-form movement.

In both formal and semiformal attire, the guests danced to the music of The Merry Makers and were entertained by the Warsaw Dancers (a Polish dance group).

Current rabbi, James Rosenberg, recently ordained, was traveling in Israel, so young Clifford Cohen, son of the Abe Cohens, opened the program with an invocation and Mrs. Betty Krieger rendered "America, the Beautiful." Sam Lewis acted as toastmaster and was ably assisted by Miss Adele Wiggins as interpreter.

After congratulatory messages from the presidents of the Temple, Sisterhood and Brotherhood, Alexander Fleischman of Greenbelt, Md., president of the National Congress of Jewish Deaf, was the guest speaker. He recalled the founding of the Temple and his theme was "Togetherness and Future Undertakings."

Highlight of the evening came when outstanding members of the Temple lighted 10 candles on the huge birthday cake.

Credit for the success of the affair goes to Mrs. Alice Soll, chairman, her husband, Solomon Soll, co-chairman, and their 20-member committee.

Besides Rabbis Silver and Rosenberg, the Temple was previously led by Rabbi Lawrence Hoffman, now connected with the Hebrew Union College in Cincinnati, Ohio. Special mention is due the Sisterhood which had been a strong right arm to the Temple movement by staging annual luncheons and fashion shows that reaped thousands of dollars to defray the operating expenses.

Present main project of the congregation is to raise funds to build a temple of their own on their property in Long Island City and be the first such house of worship for the Jewish deaf on the East Coast.



FRONT ROW CENTER



By TARAS B. DENIS

Luddism: The Art Of Going Forward Backwards . . .

I have just finished reading up on the first World Congress of the Deaf and the fourth convention of the National Association of the Deaf (combined at Chicago, 1893), and what immediately comes to mind is the single thought: **change**.

Sure, lots of things change—fashions, laws, methods, costs and even the people who change them change. We all know this. But how fast and what follows are different matters.

Take my job at the New York Times, for example. By way of an unusual arrangement, I come into contact with most of the news copy that flows through prior to press time, obituaries on up to page one. Now, when I first took over years ago, the daily theater section amounted to perhaps a page and a half at its busiest, and this included book reviews, art, music and dance features as well as other news associated with the entertainment world. Since, the space originally allotted has more than trebled.

So? Well, it does point to two irreversible changes: one, with more and more leisure time at our disposal today, we are turning more to the arts to accommodate this latest addition of carefree hours, and wisely; two, as never before, theaters especially are inundated with **new lifestyles** that make for **new mediums, new impressions** and **new audiences**, not the least of which portrays our own National Theatre of the Deaf.

Maybe you were too busy to notice, but in almost every category of human activity the changes have been incredibly rapid. Just a few years back who could have foreseen that Woodstock, women's lib and witch covens would make the scene? That X-rated films would be neighborhood fare, Sundays included? That communes would house Harvard lawyers as well as high school dropouts? That the key to China would come in the shape of a ping-pong paddle? (No kidding, if you once visited New York City and saw bums flattened out on the sidewalks around Times Square, do come again. Only this time look closer and see the lady bums besides!)

Yup, in another day, at least you had time to prepare for changes: with the invention of the wheel, simple carts logically followed; later sophisticated wagons, and then came the "horseless carriage," etc. Do not forget, however, the greatly reduced time span between each, and while today's models change seasonally, think of yet other products of man's runaway imagination. Man! Above and beyond, his mental machinery has moved even faster, and still they say he has yet to cross the threshold of **real thinking**! Was it in the recent best-seller, "Future Shock," but I read somewhere that more changes have taken place during the past 25 years than in mankind's entire scrapbook stitched together. Amen!

Suddenly, here we are—the NTD's fifth year and strong! But are we? From every viewpoint, yes, **except** in the eyes of the deaf community where our break from conventional theatrical concepts is still regarded by some as a crime.

Yet it is no crime that our professional numbers are increasing, entering graduate and technological fields, opening doors to business and other white-collar situations. No, no crime at all. Why should it be when sooner or later we will **all** benefit from the changes met and overcome by these pioneering individuals? Strange, but I can't resist an analogy. It's like some of us getting promoted to managerial positions, then coming home to watch a soap opera on TV—males in undershirts, women in curlers and beer and pretzels aplenty.

I tell you that in times like these, when flowers are as necessary as bread to man's well-being, one cannot remain culturally stagnant and still zoom along technologically—something the inhabitants of spaceship earth are fast coming to realize, whether they reside in Park Avenue or Pakistan.

But I am optimistic. Only the other day at a convention here I noted that the play presented at the start of its cultural program proved disappointing to the general audience, and the fact that it was performed by young adults—please, do not misunderstand me—had nothing to do with its overall weakness. Rather, it seemed to me that the taste of the audience for standard, institution-type stuff declined. Any other way is difficult to explain.

And so, in this tiny change, there is hope after all. Bigger changes may follow tomorrow, but at the moment the important thing is that a **sense of criteria** has entered the picture. Shall we improve on it, or shall we continue as before, criticizing because we ourselves don't want to change? Of course, change has always been harsh for those involved, which is why such hyperboles like "Fulton's Folly," "Clinton's Ditch" and "Seward's Icebox" never failed to leave 'em laughing—at first.—TBD.

PSAD Convention Highlights

Charles E. Boyd of Chalfont, was elected president of the Pennsylvania Society for the Advancement of the Deaf at its 85th annual convention in Philadelphia August 20-22. Officers reelected were: Samuel D. Shultz, first vice president; Harry D. Gabriel, second vice president; Frank J. Nemshick, secretary; and Michael F. Mitchell, treasurer. John F. Maurer declined renomination as president after eight years at the PSAD helm; he continues as a member of the Board of Managers. Boyd, Nemshick, Obed W. Sheffer and Henry P. Senft were elected to three-year terms on the Board.

Total communication was endorsed by PSAD.

Dr. John A. Gough, Willis A. Ethridge and Charles E. Boyd, named by the PSAD Board to the Advisory Committee to Elwyn Institute, held their first conference August 20. The committee reviews plans and advises PSAD and Elwyn representatives on matters relating to the Home for Aged and Infirm Deaf, to be relocated from Torresdale to Elwyn Institute. John F. Maurer, Samuel D. Shultz and Ralph W. Harwood are representing the PSAD on the Elwyn Institute Board of Directors, who meet on the second Friday of each month.

Nearly 300 at the Saturday evening banquet heard Don G. Pettingill speak of the importance of and developments in education of the deaf, and what the Model Secondary School for the Deaf at Gallaudet College is doing. Portraits of the late Howard S. Ferguson, former PSAD president, and the late Charles E. Kepp, former PSAD comptroller, donated to the PSAD by their families and friends, were unveiled.

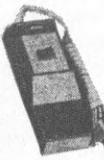
Charles E. Boyd received a plaque from the Philadelphia Chapter for his "Outstanding and Dedicated Service to the PSAD and the Home for Aged and Infirm Deaf." Frank J. Nemshick was selected "PSAD Man of the Year."

Next convention of the PSAD will be at Harrisburg, August 18-20, 1972.



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Jerry Fail



Harriett Votaw

California . . .

There were quite a few visitors at the Los Angeles Club the evening of August 21, among them Ella Lovett of Washington, D.C.; George Crichton of Akron, Ohio; James Bell of Arizona; Mr. and Mrs. Mike Holland of Encino; Lena Wallace of Chicago; Mr. and Mrs. J. E. Hawkey of Oakland; Dick George of Northridge; and Mr. and Mrs. Thompson Darling of Detroit. Also on hand, busily conferring with CAD President Kyle Workman, were Gerald Burstein and Morton Bayarsky of Riverside who were in town to complete arrangements for the California Association's 26th biennial convention in Riverside, September 2-5.

Members of the Los Angeles Club are happy to welcome back their favorite chef, Curtis Pasley, who has again taken over the club kitchen. Vice President Lillian Eberhardt has returned from her long summer vacation much to the relief of President Waverly Dyke and he promptly put her to work at the Club's Bank Night August 21. West Wilson and Secretary Lesniak have spent weeks pouring over the club's mailing list (the club mails out more than 1,000 copies of its Bulletin) and issue an earnest appeal to everyone to please help keep it up to date. Jeri Fail spent two months updating the Bank Night registrations

and President Dyke has rounded up a good crew to manage the bar operations.

Mary Thompson journeyed to Tennessee for the TAD convention in Knoxville and found her old school and campus very much changed, as well it might after a lapse of 33 years, Mary! Mary ran into Mr. and Mrs. Jim Cutter back there as well as the Turner family from San Francisco and Oakland. Thomas Pugh flew to Arkansas for the AAD convention and Mr. and Mrs. Homer Giles traveled to Oklahoma for the OAD convention at Tulsa. Bill and Muffy Brightwell covered some 6,000 miles by car, intent on seeing the U.S. Lyle Hinks is back in town after taking in the MidWest Golf Tournament. Ollie Hill and Helen Roberts flew into LAX August 21 from their European jaunt with Herb-Tours. Bill and Becky Hubbard took a two-week vacation trip up to San Francisco and Reno with two blissful days amid the scenic wonders of South Lake Tahoe.

Mr. and Mrs. Robert F. Collins announce the marriage of their daughter, Catherine Ann, to Mr. Gregory Briner. The wedding took place August 1 at La Venta Inn, Palos Verdes, and Cathy and Greg are now at home in Boulder, Colo.

Mr. and Mrs. Elmer Griser announce the marriage of their son, Donald, to

Miss Judie Ashan. The wedding took place July 3 at Tarzana's Temple Judea. The Grisers, Louise and Elmer, recently visited their other son up in Portland, Ore.

Darlene Blackwell recently became the bride of William Rowland in Las Vegas and Helen Miller Davis was married to Clarence R. Heffermen on July 31 in Santa Barbara.

Doris Elliott jumped for joy when her number was drawn as winner of a free trip to Las Vegas June 5 at the Los Angeles Club. Presented with beautifully engraved life membership cards that same evening were Thomas W. Elliott, Lillian Skinner, Jack A. Glenn, William Tyhurst, West Wilson, Einer Rosenkjar, Toivo Lindholm, Lou Dyer, Ray Ruwert, and Emory Gerichs.

Pollai Bennet visited the LACD en route home to Honolulu after a summer spent touring Europe and some time spent in Washington, D.C.

Sadie and Fred Collins entertained Sadie's sister, Evelyn Taylor, a teacher at the Tennessee School, during her two-week visit.

Luther and Laverne Stack of Wisconsin were houseguests of the Herb Larsons the past summer. Mrs. Ethel Farquhar of Missouri spent a month with her two daughters, Virginia Hughes and Jo Kellер.

Vilma Ridler's mother, Mary Owen, suffered a broken hip when she was caught in an automatic door of a market in Perris.

Elmer Priester is walking around again none the worse from that sprained ankle which left him limping most of the summer.

We hear that there are numerous deaf persons working in post offices up in San Francisco and Oakland and in Van Nuys down south. Marilyn and Bernard Castaline are so employed.

Mr. and Mrs. Gary Tyhurst of San



OHIO ASSOCIATION CONVENTION BANQUET—Honored guests at the head table at last summer's Ohio Association of the Deaf convention in Akron are shown in the above pictures. Left photo: From the left are Rev. Ralph Coletta, director of Cleveland Diocese Catholic Deaf; Martha Blevins, Francis Gattas, Bureau of Vocational Rehabilitation program specialist, Columbus; Dr. Jack Hutchinson, main speaker; La Verne Petkovich; Alvin Hawk. Right photo: From the left are General Chairman Minnie Hawk; OAD President Dick Petkovich; Toastmaster Herman Cahen (standing); Robert Stimpert, director of Columbus Hard of Hearing and Speech Agency; Mrs. Gattas; William Blevins.

Francisco recently welcomed another baby, a beautiful little girl born August 12, and Gary's mother, Belle, of Los Angeles, was up there with them when the baby arrived.

Around 60 localities gathered at the home of Lil and Bob Skinner in Northridge the afternoon (and most of the night) of August 14 for what Lil cheerfully described as a Fun Frolic with swimming, cards, a treasure hunt, dinner and a "dawn breakfast" . . . all designed to raise funds for the NAD's new Hale House. We took pictures and compiled a list of those present but will turn all that over to Lil. She will send in a writeup of the most enjoyable gathering we've attended in ages. We enjoyed the game of dominoes, the endless array of food and Herb Schreiber's splashing around in the pool. Bob and Lil are wonderful hosts!

Colorado . . .

The weekend of July 10 Mrs. Eileen Skehan had four friends, Mr. and Mrs. Harry Steinberg of Los Angeles and Miss Pansy Elliott and Mrs. Frieda Coble, both of Chicago, in town and she showed them around Denver, Canon City, the Royal Gorge and Trail Ridge Road in the Rocky Mountain National Park.

Mr. and Mrs. Robert Traugh of Omaha, dropped in to spend a weekend with Mr. and Mrs. Ronnie Jones before they made a trip through the Rockies. Mrs. Traugh and Mrs. Jones were schoolmates at the Nebraska School for the Deaf.

Mrs. Jewell Cecil and one of her two sons spent some time in Georgia with her family and Jewell came after them while on his vacation from Samsonite Corp.

Jerry Cudmore of South Dakota was in Greeley with a local printing shop for several months when he was laid off so he joined up with Richard Chamberlain to go to Iowa where Richard had a job waiting for him.

Eddie Rodgers was called to Hartselle, Ala., due to the death of his mother in July. He later went to Minneapolis, to join the deaf golfers, among them Orville Northcutt of Colorado Springs.

Verne Barnett accompanied Glen Noteboom to Bellflower, Calif., upon the illness of Glen's sister. While there they joined Merlin Noteboom and motored to San Diego, visited the Sea World and saw the Queen Mary. During the visit on the ship Verne met Mrs. Mary Thompson formerly of Springfield, Mass., for the first time in many years.

John Carlson had a very interesting trip to Spokane, Seattle and Tacoma and then to Canada where he was born. He dropped in at the Seattle Deaf Club one Saturday evening and met many friends he knew when he attended the school for the deaf at Vancouver, Wash.

Mr. and Mrs. Lorenz (Anna) Downey of Pueblo took an auto trip in June, going up to Salt Lake City where they visited her parents and other relatives



NATIONAL FRATERNAL SOCIETY OF THE DEAF OFFICIAL FAMILY FOR 1971-75—Front row (left to right) Canadian Vice President Roger McAuley; Western Vice President Ned C. Wheeler; Eastern Vice President Richard Myers; President Frank B. Sullivan; Southern Vice President Brooks Monaghan, and Northern Vice President James Jones. Back row (left to right) Trustees Waldo Cordano, Solomon Deitch and John B. Davis; Treasurer Al Van Nevel; Assistant Secretary-Treasurer Jerry Strom and Secretary L. B. Warshawsky. They were elected at the NFSD's quadrennial convention in Chicago last July.

and many deaf friends. They stopped for a short visit with Lorenz' cousin whom he had not seen for 25 years and who did not know him at first. They also visited Lorenz' brother and wife in Helper, Utah, on the way back. They stopped in Grand Junction where they visited Mr. and Mrs. Glenn McElhinney and Mr. and Mrs. Woodrow Ellis.

The Herbert Votaws had Mr. and Mrs. Ocie Creed (nee Santina Hambel) of Mexico, Mo., as guests on July 20 when the Creeds were in Denver visiting his parents.

Missouri-Kansas . . .

Miss Cynthia Simons of Kansas City was married to Johnny Miller, son of Edwin Miller of Kansas City, Mo., on June 10 at the Fairway Presbyterian Church in Mission, Kans. The bride is a 1968 graduate of KSD and works for TWA. The bridegroom is a 1964 graduate of MSD and attended Gallaudet College for several years. He works for the U. S. Corps of Engineers. Mr. Miller's aunt, Miss Ruth Miller of Vancouver, Wash., flew in to attend the wedding.

Judy L. Olson, Salina, was united in marriage to John E. Fay of Walworth, Wisc., on May 15. Parents of the bride are Mr. and Mrs. Charles Olson of Kansas City. The couple will be seniors this fall at Calvary Bible College in Kansas City, Mo.

Married June 3 in Grandview Methodist Church in Kansas City were Gary Whitlock and Miss Darlene Louise Staufer. The parents of the groom are Mr. and Mrs. Raymond Whitlock. Gary is an X-ray technician and his wife is a nurse at Bethany Hospital.

Mrs. Dorothy Falberg of Overland Park announced that her son, Ron Falberg, married Miss Jayne Cook of Merriam on June 10.

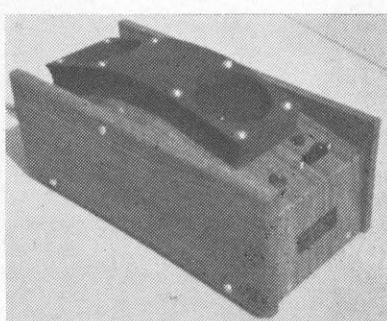
Mr. and Mrs. Joe Weber, Olathe, became ready-made grandparents when their son Louis married Mrs. Nancy Frank who had two children. The Webers became acquainted with their grandchildren in June. Louis is a Commanding Warrant Officer in the U. S. Coast Guard and was transferred to Key West, Fla., from Buffalo, N.Y.

Mrs. Edna McArtor celebrated her 85th birthday on June 7. She entered Research Hospital on May 22 for a 10-day checkup. She used her Blue Cross-Blue Shield card for the first time since signing up in 1939.

Curt Higgins, second husband of Mrs. Esther Joles, passed away June 21 in Jefferson City, Mo., after suffering a heart attack.

On July 2, Mr. and Mrs. Lareen Mussteen motored down to Phoenix to visit the James Grimeses and to do some sightseeing. They went to Nogales, Mexi-

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co, for a day and then to Tucson. On the way home they visited Las Vegas and drove through Utah and Colorado.

Mr. and Mrs. Fielding Barnes of Liberty, Mo., were honored at a reception on their 50th wedding anniversary on June 20 at the Second Baptist Church by their six children. Paul Barnes of Fremont, Calif., and his sister, Mrs. Richard (Jeanne) Dreiling of San Jose, Calif., flew in to join in helping their parents celebrate. Three hundred relatives and friends attended the memorable occasion.

Mrs. Louise (Parsons) Finley of Riverside, Calif., came home to visit the Parsons folks in Independence and then took her mother, Mrs. Lizzie Parsons, back to stay with her family for two months.

Mr. and Mrs. Otto Bell celebrated their 50th wedding anniversary at a reception in their home given by their son and daughter.

Francis Reilly represented St. Francis De Sales Deaf Society at the 29th annual International Catholic Deaf Association Convention in Baltimore July 13-19. Father Bernard E. Branson and Mrs. Gloria Morris promoted his book, "The Silent World," there. Father Richard Burger and Sister Patrick attended, representing St. Cadoc Deaf Society in Kansas.

Mr. and Mrs. Rocco DeVitto (nee Donna LaPlante) of Richmond, Va., attended the Convention of American Instructors of the Deaf in Little Rock and then spent some time with Donna's folks in Independence. They spent a weekend in Colorado. The DeVittos were honored at a steak dinner given by Erlene Graybill and a picnic at her home at which she invited friends of the couple. Mr. and Mrs. Charles Marsh of Olathe had them as their guests one weekend.

Wesley Art Sherman of Silver Spring, Md., passed away on June 11 after a long battle with cancer. Funeral services were conducted by the Delta Masons and Rev. Otto Berg. Art was buried in Ohio. He was a product of the Kansas School for the Deaf and was the founder of the lodges of the Delta Masons in D.C. He was a photoengraver for the Washington Post.

Nebraska . . .

Mr. and Mrs. John Reed were hosts at a reception given in honor of Mrs. Pollai Bennett at the home of Berton and Irene Leavitt on August 13. The Reeds had met Pollai at Honolulu on their vacation trip there last year. Polly, who has traveled around the world and been to Europe three times, is a very interesting conversationalist. She had been attending Gallaudet during the summer and was homeward bound when she stopped off in Lincoln for a short visit.

Mrs. Rita Slater, after a week in Chicago at a convention for Catholic Church members, spent two weeks visiting in Nebraska during the early part of August. Sidney and Kathleen Hruza of Omaha had a reception for her on

August 8 and the Leavitts hosted another reception for her in Lincoln on August 19. Rita and her husband are teaching at the Florida School for the Deaf, St. Augustine.

Mr. and Mrs. Don Collamore have purchased a 16-foot travel trailer and broke it in during the last two weeks of August with a trip to Missouri and the Ozarks and Texas.

Debbie Sawhill, second oldest daughter of the Wilbur Sawhills of Des Moines, won the ladies' championship flight at the Midwest Deaf Ladies Golf Association tournament during the first week of August at Minneapolis. Bob Lindberg of Lincoln entered the men's division of the tournament and placed fifth in the first flight. Omaha's representative in the tournament, Doug Schnoor, placed sixth in the first flight in a tie with Wilbur Sawhill.

A week before the Fourth of July, Mr. and Mrs. Gene Cook of Gretna purchased a new Stuery fold down camp trailer. Their family of four boys camped at Victory Lake in Fremont during the holiday weekend with some of the more experienced deaf campers.

A number of Lincoln deaf hosted a picnic on August 7 at the Bethany Park for the deaf teachers attending the University of Nebraska media class during the summer. Following the picnic the group went to the Jim Wiegand home for a captioned film. Out-of-town deaf attending the affair were: Mrs. Cecelia Warshawsky of Skokie, Ill.; Bob Davila, Syracuse, N.Y.; Mr. and Mrs. Max Ray, Baton Rouge, La.; Dean Swaim, Concord, Calif.; Iva Ekloff, Madison, Wisc.; Ken Whitney, Vancouver, Wash.; Mr. and Mrs. Larry Petersen, Seattle, Wash., who were here for the media classes.

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We also met Mr. and Mrs. James Hale, parents of Mrs. Petersen, who are employed as houseparents at the Indiana School for the Deaf, and Miss Susan Childress, an interpreter from New Orleans. The only one of the deaf students missing was Ed Reitz of Omaha.

John and Ruth Reed made two long trips this summer. In June, they went to Cleveland for a week's stay. In July, they drove to Colorado for a short stay with Ruth's sister who lives in Del Norte. After the Colorado stay they drove through Kansas and visited their son Dick and his wife in Fulton, Mo.

The Dennis Froehles of Ankeny, Ia., celebrated their 25th wedding anniversary at a reception on August 1 at Our Lady's Immaculate Heart Church in Ankeny.

William and Elsie Sinclair of Omaha celebrated their 25th wedding anniversary on August 15 in the lobby of the NSD multipurpose building.

The family of Al and Viola (Spry) O'Connor of Topeka, Kans., went to Canada with the Bill Nedrows on a fishing trip during the first week of August and stopped in Omaha for the Sinclairs' reception on the way home.

Mr. and Mrs. Efford Johnson of Council Bluffs were given a surprise 40th wedding anniversary party on June 26 with the Council Bluffs Silent Club furnishing the cake and coffee.

Berton and Irene Leavitt spent most of three weeks of their vacation during July and August on a trip to Washington and Oregon with stops to visit both coming and going. They visited a number of relatives on the trip. Among the friends they visited were Dean and Iola Cosner in Gillette, Wyo.; Norman and Agnes Scarvie in Gateway, Montana; Ray and Clara Carter in Seattle, Wash.; Bob Hall of Seattle; Stacia Cody in Tacoma; Dayton and Beth (Kuster) Maltby in Tacoma; Edwin and Jewell (Toombs) Stortz in Salem, Ore.; Jean and Royal Teets, Norman and Molly Cameron in Salem, Ore.; and Bertha (Libsack) Heatton at Sidney, Neb.

Bruce and Kathy Becker of Omaha took a very interesting trip to Europe. They traveled pretty much on their own and did what they wanted to do rather than joining a tour. They visited Iceland and in the British Isles they rented a Volkswagen and toured the countryside. They stopped at Paris for the World Federation of the Deaf meeting.

Miss Rose Marie Crucet and Jack Lee Otterman were united in marriage in Trinity Lutheran Church of the Deaf in Pittsburgh on June 20. Mrs. Otterman attended a school for the deaf in Virginia and the groom is a 1964 graduate of the Western Pennsylvania School for the Deaf and attended Gallaudet College. She is a key punch operator for the U.S. Department of State and he is employed in the Government Printing Office in Washington, D.C. Irene Leavitt of Lincoln flew to Pittsburgh for the wedding of her nephew, Jack Otterman, and

stayed with her sister, Frieda, at New Kensington for 15 days. The elder Ottmans took her on several sightseeing trips, one to Washington, D.C., one to Gettysburg.

Texas . . .

Mr. and Mrs. Jack Hensley flew to Hartford, Conn., in June for a week's visit with her father. Then on July 5 they were joined in New York City by the Luther Marks for their flight to Europe. Their 30-day tour took them through England, France, Italy, Luxembourg and the Netherlands. They took in the closing days of the World Federation of the Deaf in Paris.

Mr. Marcus Vahalik and Miss Debra Popham exchanged marriage vows in the chapel of the First Methodist Church in Pasadena June 12. Best man was Allen Duve and matron of honor was Mary Fisher. After a short wedding trip to Mexico they are residing in Austin.

Mr. and Mrs. Larry Smith of Houston have a baby girl born March 31. They have named her Katrinia Yvonne.

Willie Edgar Bradbury, 83, died July 12 in a Baytown nursing home. He came to Baytown in 1918 and was a pioneer shoe repairman who had a shop on Old Main Street in Goose Creek which he operated until 1941.

Sarabeth Stanley Harris, daughter of Mr. and Mrs. H. B. Stanley of Fort Worth, was graduated from Gallaudet College with a Bachelor of Science degree May 17. Her proud parents were in the audience. While the Stanleys were in Washington, they were guests of honor at a reception given by Weldon Tittle, a former Texan living in Washington.

Johnson Receives Doctorate

Richard K. Johnson, director of Counseling and Placement Services of Gallaudet College, has received a doctorate in education from the University of Arizona. His dissertation, "Attitudes Towards Services for the Adult Deaf," was based on his study of the personnel and service structures of two national organizations serving adult deaf populations, the National Association of the Deaf (NAD) and the National Association of Hearing and Speech Agencies (NAHSA).

As part of the study, he surveyed executives of local affiliates of these organizations on their views of the importance of a broad range of problems and needs of adult deaf people, and on the feasibility of closer working relationships between the NAD and NAHSA at the community level.

Dr. Johnson received a bachelor of science degree in education of the deaf from Gallaudet College. He has a master of arts degree in education of the mentally handicapped from Eastern Michigan University. In 1968 he received a grant from the Gallaudet College Alumni Association Graduate Fellowship Fund to pursue his doctorate.

Pennsylvania Bureau Of Vocational Rehabilitation Alerts Counselors To Resources Available For Deaf

The vocational problems of deaf people and the community resources available to them and their counselors provided a focus for discussion at a three-day meeting last March at the Western Pennsylvania School for the Deaf, Pittsburgh. The conference was sponsored by the Pennsylvania Bureau of Vocational Rehabilitation, and approximately 50 people attended. Included in this number were counselors and supervisors from throughout the state of Pennsylvania, one counselor from the state of Delaware, educators of the deaf from WPSD and the University of Pittsburgh, the staff of the Pittsburgh Counseling Center for the Deaf, the Pennsylvania Society for the Advancement of the Deaf, Pittsburgh Hearing and Speech Society, Dixmont State Hospital and the DePaul Institution for the Deaf.

The role of the deaf adult in the vocational rehabilitation process was emphasized through the participation of the featured speaker, Dr. Boyce R. Williams, Chief of the Communications Disorder Branch of the Division of Disability Services, Washington, D.C. Dr. Williams challenged conference participants with his address titled, "What Must We Do?" John Maurer, president of the PSAD, added an additional challenge with his presentation of "A Deaf Person's Point of View." The speakers helped in stress-

ing the importance of full involvement of the deaf client in the rehabilitation process, and encouragement was given the participants in the development of communication skills in order to increase their effectiveness in working with deaf people.

In addition to formal presentations by individual specialists, several panel groups covered various aspects of the disability of deafness and their ramifications concerning vocational rehabilitation. One of the highlights was the presentation of actual counseling sessions through video tape. The counseling sessions, filmed at the CCD and shown with the permission of the clients involved, were used to illustrate specific problems encountered by the deaf.

Oops Department

On page 10 of the July-August 1971 issue of **THE DEAF AMERICAN**, we inadvertently made Oregon's John J. Kaufman a police chief in cutlines (and added several inches to his stature). The correct cutlines: Left to right—Chief Dale Allen; Don Whetter; Ernie Drapela, a hearing son of a deaf mother who interpreted for the short ceremony; JOHN J. KAUFMAN.

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N.A.D.

President's Message

On reading copies of correspondence going out of the Home Office to Mrs. Celia McNeilly of Florida, I can see that the tempo is gradually increasing in regards to plans for the coming convention in Miami Beach in 1972.

There is no time like the present to start making our own plans to attend this affair and I am sure that a great time is in store for all who are looking forward to being there. Most likely there will be a "post convention" tour which will serve to further the temptation to be present at our 31st biennial convention.

In addition, it will be necessary to set up appointments for committee members to serve in various categories for our 1975 WFD-World Congress of the Deaf which was voted upon at the last meeting in Paris, France. We intend to make this one of the biggest, best and smoothest running Congresses ever to be held and it will take the combined cooperation of many people to bring it to a successful conclusion.

The response to our recent announcements that we had acquired a new Home Office building and would need funds to pay off a second mortgage has been very gratifying. When we begin to get into full gear on our money raising project we have great hopes that we can retire this second mortgage and concentrate our efforts on retiring the first mortgage.

For a recent edition of our local newspaper, I was interviewed about the use of TTYS used by the deaf in communicating through the regular telephone network. The interview gave me an opportunity to explain in detail how the system works and also afforded a chance for the possible donation of TTYS from firms or individuals who had no use for them. The response did turn up a few machines and also made available to us some parts from machines that were not usable. From this experience it seems to show that the public is almost totally unaware of the existence of such a network for the deaf and we would be wise to take every opportunity that becomes available to us to educate the public as to how important these machines are to the deaf. Only this way can we hope to obtain sufficient numbers of them to satisfy the entire deaf population and make it possible to continue to grow in the number of installations.

Another thing that bothers me is the total lack of comprehension of this service by the very people who install telephones. It is quite common to find that the man who comes to install telephone service to a prospective deaf customer refuses to do so until he checks with those in "higher up" places in the telephone system. This often results in delays and frustration on the part of a deaf person.

It seems to me that a concentrated effort should be made to educate the various telephone companies as to the value of such a service to the deaf and have them inform all those responsible for installation to go about their work with the least bit of confusion. This also goes for relays and "extras" sometimes requested by the deaf person. It is not uncommon for the telephone man to say "I never heard of anything like that" even when several people in the same town may have the equipment installed in their own homes by the same company.

Since the deaf cannot converse long distance at the same speed as a normal hearing person can do with the use of a telephone, I think it is about time we should try to convince the companies to give the deaf a rate reduction thereby encouraging more use of this form of communication among the deaf population. In addition these same telephone companies could make it a habit to set aside a certain number of used TTYS to be distributed to the deaf in their localities.

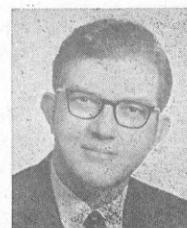
As many of us know, there are places in this country where there is a surplus of machines due to the generosity of certain people responsible because they understand the situation. In other places it is difficult to come by a donated machine because those responsible just do not know how useful discarded TTYS can be to our deaf population. Surely there must be ways in which this inequality can be taken care of and I feel it is about time we deaf made a concentrated effort to come up with ideas to solve the problem.

It has come to my attention that Gallaudet College will fund a workshop in November, bringing together a limited number of TDInc. agents from all over the country with hopes that they can come up with some of the answers that are now facing the expansion of our TTYS network. I sincerely hope that something good comes from this.

Applied Communications, Inc., of Menlo Park, Calif., now sells their Phonetypewriter for \$124.95. Essco Corp. in New Jersey has one for \$139.95 and Ivy Electronics in Texas sells one for a price close to these two also. Apco and Essco have "deluxe" versions and/or intend to come out with improved ones in the near future.

It is beyond the scope of this column to have me go into details on the various pieces of equipment that are available to prospective users. However, our Communications Committee chairman has been making an exhaustive study of this and he should have a writeup prepared for publication in the near future. Be sure to watch for it in a coming issue of THE DEAF AMERICAN because it will be of immense interest to us deaf who must rely on this means of communication.

Excuse me folks—my TTYS light is blinking and that means someone wants to chew the rag a bit. Boy! isn't it great to be able to talk over the phone these days?—Lanky.



HOME OFFICE NOTES

By Frederick C. Schreiber

At the beginning of this decade, we noted that the Seventies held great things in store for us, and that these things would exceed those of the "Sizzling Sixties." So far this seems to be an accurate projection. In the past two years, we have made many advances. We have accomplished some major objectives which have been aimed at for a great many years. One of these, of course, has been the acquisition of our Home Office Building. This has been done. While we still face a monumental task of paying off the mortgage, it must be reported that the response to this has been no less than phenomenal. Deaf people and their hearing friends have flocked to our aid without even being asked. We have been receiving thousands of dollars without having ever solicited support from the donors. Our state associations have rallied to our support in a manner that no one would have ever believed possible only a few years ago. It has been a magnificent tribute to the deaf people

of the United States and to their friends and one that must be cherished no matter what may happen hereafter.

AND NOW WE ADD ANOTHER ACHIEVEMENT which also represents a long-standing goal of this association. That is the 5000 circulation mark for THE DEAF AMERICAN. This issue will go to over 5000 subscribers. Last month we barely missed the goal with a 4998 total and we are very proud to announce that we have finally gone over the top in this direction as well. The 5000 mark is but halfway toward our ultimate goal of a circulation of 10,000 which is needed if we are to produce the kind of magazine we are really capable of producing. And while the figure may seem fantastic to people who can remember the struggle for survival that the association faced for many years just to keep publishing the magazine, it might help to point out that the current circulation is double the 1964 figure and that was only seven years ago. If we could double our circulation in seven years, we can triple it inside of ten and we look forward to 1974 to see if this prediction will come true. That is, 10,000 paid subscribers to THE DEAF AMERICAN by 1974.

If these two achievements are not enough for the NAD to sit back and rest on its laurels for a while, how about the publication of the Mindel and Vernon book, "They Grow in Silence"? After a series of unfortunate delays, the long-awaited book is now available from the Home Office. The Executive Secretary made the mistake of taking a few copies to the convention of the Empire State Association of the Deaf in New York City in the early part of September and had to spend a major portion of his time fighting off eager buyers who could not wait to get their hands on the book, and were totally unsympathetic to his desire to retain the copies long enough to put them on display.

"They Grow in Silence" and "A Basic Course in Manual Communication" marked the entrance of the NAD into an entirely new field as a major publisher of books about the deaf, and it can be expected that in the not too distant future we shall expand still further to include books for the deaf although we already have one book of this type in the American School for the Deaf's "Dictionary of Idioms." One of our major reasons for entering the field was to lower the cost of books. "They Grow in Silence" sells for \$6.95, which is considerably less than books currently available from commercial sources which do not represent such distinguished authorities as Drs. Eugene Mindel and McCay Vernon. At this time we are engaged in seeking as wide a market for the book as we can possibly obtain. It is our hope that we shall be able to get this book on the shelves of public libraries, in the offices of the medical profession, the educational field, and other fields which have any connection, no matter how remote, with deafness.

Then, as the saying goes, "That ain't all." The NAD has a grant from the Social and Rehabilitation Services for the Utilization of Research through the World Congress of the Deaf. The meeting of the World Federation of the Deaf and the concomitant World Congress in Washington in 1975 will mark the first time that the Federation has met on United States soil. It will also mark the first international meeting of this kind that will take place under the direction of deaf people themselves.

In this respect, we have reason to be quite pleased with our efforts to date although we are reminded of the old adage that "One swallow does not make a summer" and that the true measure of our success cannot be measured until after the Congress has been held and its impact assessed, which may not occur until 1976 or even later than that. The NAD, as the United States' representative to the World Federation of the Deaf, competed with Israel for the 1975 Congress and won handily by a 56-10 vote. Furthermore, the Executive Secretary, as one of the United States' representatives to the Federation, was elected third vice president, the first time an American representative had achieved such a position although both Byron B. Burnes and Mervin D. Garretson have served on the Bureau or board of the WFD in the past as members-at-large.

NOW THAT THE SUMMER IS OVER, we are getting down to the task at hand. Since the Home Office Building still remains our prime objective, we are currently mailing out individual solicitations for support. Since each letter is individually typed, it may be sometime before you get yours. But when your letter does come, we can only hope that you will give as generously as you are able to insure that the success of this mammoth undertaking will not falter and to make it literally true that this is YOUR building, a monument to the courage and determination of all deaf people in the United States of America. While this is a prime objective, it would be remiss to our association if we were to neglect our other responsibilities for this single objective. And we are not. Our Communicative Skills Program will be underway by the time this is in the mail. While we have received less funds than we had last year, we have actually sustained a far more modest cut than many other projects. And we are determined that the current year will not only expand our operations in this field but also result in a considerable amount of new material which will further advance the total communication concept that the NAD endorses.

THE NATIONAL CENSUS OF THE DEAF has completed its work on its questionnaires and these have been field-tested. By the end of this year we will have completed the interviews necessary to finish our task and all that will remain is the compilation of results and publication of our findings. Like all the other grant programs, we have suffered from budgetary cutbacks, and it is a tribute to the ingenuity of the Census staff that they have made do and have managed to continue despite the lack of adequate funding. We believe that the final report will be one of which we could be justifiably proud and indicative of what we really could have done had funds been available.

THE REGISTRY OF INTERPRETERS FOR THE DEAF is under new leadership with Emil Ladner now on board and just beginning to take hold after Al Pimentel relinquished the reins to take over Gallaudet's Public Service Department. While we were sorry to lose Al, the change was not without its advantages because we now have at Gallaudet a Director of Public Service who is thoroughly familiar with our capabilities and with whom we can work in close harmony to provide more and better public service to deaf people not only on the national level, but down to the state and local levels as well. In fact, our first task in conjunction with the Gallaudet Public Service Program will be the initiation of a Leadership Training Program modeled after the Salt Lake City program which will be scaled down to a more narrow range and hopefully will be truly representative of leadership needs at the grassroots level.

IF WE CAN BRAG ABOUT OUR CLOSE RELATIONSHIPS WITH GALLAUDET, we must also point out that we have equally good relationships with other major educational programs. The National Technical Institute for the Deaf for one. The NTID has made a determined effort to involve deaf people in its planning projects, and has set a marvelous example of consumer involvement in its activities, one that a few other institutions should really emulate. What is more, the NTID has also provided considerable support to other efforts originating out of the NAD to the extent that at times one might wonder who's helping whom. One of these major contributions to the NAD has been the building of a scale model of our Home Office Building as a project of the architectural and engineering students. The completed model will be shipped around the country so that all deaf people will have an opportunity to see at close range just what their Home Office looks like. That is, while we would be most happy if every deaf person could come to Silver Spring and see for himself or herself that our Home Office is one of which we can all be proud, this is manifestly impossible. If we can't bring everyone to Silver Spring, we can try at least to bring the building to you all.

Then there is our work with NYU's Deafness Research and Training Center. Some wise guys call it the NAD's Branch Office, but it is important to note the strong cooperative spirit that exists, also with Western Maryland which still has the only NAD-endorsed teacher training program to name but a few.

OFFICE CHANGES: We have Jane Beale in the RID, replacing Janet Richard who moved to New Hampshire. But we will also be losing Lorraine DiPetro who is going back to Gallaudet in November. Then we have Donna Cuscaden on board and will round out our staff eventually when the successor to Dave Peikoff is chosen.

Now we turn our attention to Miami Beach and the 1972 NAD Convention. Readers are reminded that while it is not required, our members have the moral right to know who the candidates for office will be before the convention. The NAD is big business now and we need to offer our members all the opportunity we can to express their preferences as to who their leaders will be. So if you are interested in running for NAD

office, please let us know. All officers are up for re-election as well as four Board Members. THE DEAF AMERICAN will print your vitae and any message you might wish to include in support of your candidacy. So let's get the show on the road.

Rates at the Deauville will be \$14.00 single and \$18.00 double occupancy, European plan. Most Miami Beach hotels offer Modified American Plans which includes breakfast and dinner. But because many of our members might prefer to eat elsewhere, we have chosen the European plan. So plan now to be in Miami Beach, July 2-9, 1972.

Wisconsin Association Resolution

"Whereas, Robert W. Horgen, Director of the Wisconsin Service Bureau for the Deaf, is retiring this year after 21 years of valuable and dedicated service to the deaf people of Wisconsin;

Whereas, the Service Bureau has grown tremendously in both imagination and scope under his direction, with the deaf people being the direct beneficiaries of his efforts;

Whereas, the Service Bureau is finally becoming a full-time agency, due largely to the efforts of Mr. Horgen;

Whereas, Mr. Horgen has become well-known across the nation among authorities on education and rehabilitation of the deaf;

Whereas, the Wisconsin Association of the Deaf has benefited greatly through Mr. Horgen's tireless giving of himself and his time;

Whereas, Mr. Horgen has been one of the driving forces behind the Wisconsin Association of the Deaf gaining a position of respect in the hearing world;

Therefore, be it resolved, that this 32nd convention of the Wisconsin Association of the Deaf being held in Green Bay, Wisconsin (June 17-19, 1971), be dedicated to Mr. Robert W. Horgen in grateful appreciation and highest praise of his long and dedicated service to the deaf of Wisconsin, and

Be it further resolved, that copies of this Resolution be forwarded to Robert W. Horgen, The WAD Pilot, The Chapter Chatter, the Wisconsin Times, The Wisconsin Deaf News and THE DEAF AMERICAN.

Florida Association Elects Stanley

At its convention in Orlando the last week in June, the Florida Association of the Deaf elected Charles R. Stanley of Jacksonville president. Other officers: Elmer Rosenmund, vice president; Mrs. Celia McNeilly, secretary; Clyde James, treasurer. Trustees are Mrs. Rita Slater, Robert McClintock and Darwin Holmes.

O'Brien Heads Washingtonians

John O'Brien of Seattle is the Washington State Association of the Deaf's new president. Other officers: Edgar Winchell, Spokane, first vice president; Joseph Hopey, Tacoma, second vice president; Robert Fowler, Vancouver, secretary; Larry Schoenberg, Kent, treasurer. New trustees are Ruth Delp, Sunnyside (eight years), and Richard Tuccinardi, Vancouver (two years). Holdover trustees are Mrs. Virginia Diot, Vancouver (six years), and George Belser, Vancouver (six years).

NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

Talladega Club of the Deaf	Alabama
Phoenix Association of the Deaf, Inc.	Arizona
Colorado Springs Silent Club	Colorado
Silent Athletic Club of Denver	Colorado
Connecticut Association of the Deaf	Connecticut
Hartford Club of the Deaf, Inc.	Connecticut
Block G. Lettermen's Club	District of Columbia
Capital City Association of the Deaf	District of Columbia
Atlanta Club of the Deaf	Georgia
Southtown Club of the Deaf	Illinois
Cedarloo Club of the Deaf	Iowa
Sioux City Silent Club, Inc.	Iowa
Deaf and Hard of Hearing Counseling Service, Inc.	Kansas
Wichita Association of the Deaf	Kansas
Maine Mission for the Deaf	Maine
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Flint Association of the Deaf, Inc.	Michigan
Motor City Association of the Deaf	Michigan
Gulf Coast Silent Club	Mississippi
Roundtable Representatives of Community Center	Missouri
Great Falls Public Library	Montana
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
Delaware Valley Club of the Deaf	New Jersey
Rip Van Winkle Club of the Deaf	New York
Staten Island Club of Deaf	New York
Rochester Recreation Club for the Deaf, Inc.	New York
New York Society for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Toledo Deaf Club	Ohio
Beaver Valley Association of the Deaf	Pennsylvania
Pittsburgh Association of the Deaf	Pennsylvania
Reading Association of the Deaf	Pennsylvania
York Association of the Deaf	Pennsylvania
Providence Club for the Deaf	Rhode Island
Rhode Island Association of the Deaf	Rhode Island
Greater Greenville Silents Club	South Carolina
Bill Rice Ranch	Tennessee
Houston Association of the Deaf	Texas
Austin Club for the Deaf	Texas
Richmond Club of the Deaf	Virginia
Wheeling Association of the Deaf	West Virginia
Puget Sound Association of Deaf	Washington
Madison Association of the Deaf	Wisconsin
Vancouver Association of the Deaf	Canada

Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.

THE ORDER OF THE GEORGES

Advancing Members who maintain their membership in the National Association of the Deaf for three consecutive years or longer are listed in the honor group called the Order of the Georges.

Advancing Members pay \$10.00 per year or \$1.00 per month and receive THE DEAF AMERICAN as a part of their membership. Combination husband-wife dues are \$15.00 per year or \$1.50 per month and also include one subscription to THE DEAF AMERICAN.

Advancing Members have contributed \$30.00 to \$99.00.

Contributing Members have contributed \$100.00 to \$249.00.

Sustaining Members have contributed \$250.00 to \$499.00.

Patrons are Advancing Members whose payments have totaled \$500.00. Benefactors are Advancing Members who have paid \$1,000.00 or more.

Included in the list are some Patrons and Benefactors whose payments entitle them to permanent listing, regardless of recent payments.

Names in boldface type indicate additions to the Order of the Georges since the last listing, advancements in rank or changes of residence.

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Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today.

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

Workshop For Junior NAD Advisors To Be Held In Indianapolis

A workshop for Junior NAD chapter advisors will be held at the Indiana School for the Deaf, Indianapolis, November 11-14, 1971. The purpose of this workshop is to lay the groundwork for full programs for the chapters and to provide advisors with greater familiarity with the scope of Junior NAD activities.

To be stressed during the meetings will be the Junior NAD philosophy, structure, proposed constitution and bylaws and the overall program, including the summer camp and student exchange projects. Discussions will come under such headings as:

1. "The Chapter's Role in the Community and in the School."
2. "The Junior NAD and the NAD."
3. "Junior NAD—Relevant or Irrelevant?"
4. "How the Junior NAD Helps the Student."
5. "The Youth Leadership Camp Program and Its Place in the Educational Field."

Evening sessions will be in the nature of get-togethers for the advisors, group leaders and lecturers.

Further details may be obtained by writing Mr. Gary Olsen, Workshop Coordinator, Indiana School for the Deaf, Indianapolis, Ind. 46205.

Junior NAD Camp Featured

The Junior NAD's summertime camp program was featured in the August 6, 1971, edition of the Hibbing Daily Tribune. The front page carried two pictures—one of Billy Bowman of Maryland and the other of Andrew J. Vasnich, a member of the National Theatre of the Deaf, conducting a language arts class. The heading above the main article read "Being Deaf Just An Inconvenience." Eight pictures depicting the different aspects of the camp program took up an entire page.

Metro N.Y. Chapter Presents Play

In early September the play, "Who-dunit," was presented by the Metropolitan New York Junior NAD chapter at the Hotel New Yorker. It was directed by Mrs. Julianna Field Corrado, a 1970 graduate of Gallaudet College, who is a talented actress herself. The cast included these Junior NADers: Linda Argule, Steve Werner, Susan Stern, Lorre Wernstock, Jeffrey Lewis and Sherri Bravin.



SWAN LAKE CAMPERS—Instructor Harvey J. Corson (extreme right) is conducting a social studies class for Junior NAD campers at Swan Lake Lodge at Pengilly, Minn. Left to right: Denise Soales, Indiana (partially hidden); Tim Short, Missouri; Dean Dunlavey, St. Mary's (New York); Billy Thompson, North Carolina; Judy Hamilton, Rochester (New York); Malcolm Grossinger, Fanwood (New York) (partially hidden); Kathy Vogtmann, Indiana; Andrea Kurs, Fanwood; Bobbie Bridges, Texas (partially hidden); Colleen Daviton, Berkeley (California). In the back are Barbara Williams, West Virginia; Billy Barber, Maryland, and Janice Aronson, Texas.

Complete List Of Kentucky Officers

Officers of the Kentucky Association of the Deaf for 1971-1973: Dickie Vickers, Florence, president; Mrs. Iona McChord, Sr., Lexington, first vice president; Mrs. Blanche Johnston, Lexington, second vice president; Winford Simmons, Louisville, third vice president; Virginia Ward, Danville, secretary; Joseph Balasa, Danville, treasurer; Claude Hoffmeyer and James T. Hester, Danville, and Truett George, Louisville, trustees.

Mrs. Mary Balasa, Danville, was chosen Representative to the 1972 NAD Convention in Miami Beach, with Mr. Vickers being named alternate.

Pamphlets Printed

The National Junior NAD pamphlet containing information about Junior NAD and its objectives was updated by a Gallaudet CNAD (Collegiate NAD) committee and then printed at the Maryland School for the Deaf as a project of the school's chapter. The pamphlets were ready for distribution around the time school was out for the summer.

Fall Junior Deaf American

Given the green light to be in charge of developing material and publishing the Fall 1971 edition of the JUNIOR DEAF AMERICAN will be members of the Fanwood (N.Y.) Junior NAD Chapter. Head advisor of this chapter is Henry L. Buzard, school librarian.

NATIONAL ASSOCIATION of the DEAF

NATIONAL ASSOCIATION OF THE DEAF Consolidated Monthly Financial Report

August 1971

Income

National Association of the Deaf

Affiliation	\$ 10.00
Contributions	2,380.30
Dividends	59.37
Indirect costs for grants	5,342.04
Inventory	13.50
Membership dues	1,368.50
Publications	
"Basic Course in Communication"	\$ 5,047.32
Fant	347.45
Riekehof	188.25
Watson	233.25
"Dictionary of Idioms"	45.50
Others	1,423.54
Total	7,285.31
Quota payments (state associations)	6.00
Reimbursements	1,289.05
Services rendered	360.00
Loan	1,000.00
Jr. NAD	1,373.00
Income from Halex House	6,044.16
Summer Sign Institute	30.00
Total	\$25,561.23
Deaf American	
Advertising	\$ 652.67
Deaf American subscriptions	1,989.50
NAD subscriptions	456.00
Single copies	3.00
Total	\$ 3,101.17
Grants	
Total	\$38,000.00

Expenses	
National Association of the Deaf	
Advertising	\$ 6.25
Captioned Films	5.91
Convention expenses	100.00
Deaf American (membership)	456.00
Dues and subscriptions	10.00
Executive Secretary's salary	1,692.00
F.I.C.A.	169.16
Insurance	35.64
Inventory	735.00
Payroll	3,052.84
Per diem	159.76
Postage	327.52
Printing	35.65
Professional services	608.63
Rent	1,550.00
Repair and maintenance	15.00
Services rendered	937.65
Supplies	1,963.01
Telephone	145.95
Travel	189.35
President's expenses	100.00
Jr. NAD's expenses	8,508.68
Total	\$20,904.00
Deaf American	
F.I.C.A.	\$ 15.60
Payroll	300.00
Postage	
Home Office	\$ 81.42
2nd class	101.70
Total	183.12
Printing	1,230.91
Rent	10.00
Telephone	11.38
Travel	4.20
Professional service	10.00
Total	\$ 1,765.21

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A DICTIONARY OF IDIOMS For The Deaf

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Registry of Interpreters for the Deaf	
Personnel	
F.I.C.A.	\$ 110.21
Insurance	18.17
Salary	3,405.29
Total	\$3,533.67
Postage	86.48
Supplies	502.31
Telephone	77.75
Travel	198.00
Indirect costs	1,702.64
Per diem	225.00
Professional service	35.00
Total	\$ 6,162.85

Communicative Skills Program	
Personnel	
Salaries	\$ 5,055.61
F.I.C.A.	58.38
Benefits	22.20
Total	\$5,136.19
Professional services	
Teachers	600.00
Consultants	200.00
Total	800.00
Other	
Printing	172.00
Comm./Shipping	73.02
Administrative costs	800.00
Total	1,045.02
Indirect costs	558.50
Total	\$ 7,539.71

National Census of the Deaf	
Employee benefits	
Insurance	\$ 60.62
F.I.C.A.	197.40
Total	\$ 257.62
Payroll	3,469.55
Per diem	175.00
Postage	45.98
Professional services	
Data processing	2,370.45
Total	2,370.45
Supplies	61.13
Telephone	79.91
Travel	186.60
Indirect costs	1,734.77
Total	\$ 8,381.01

World Federation of the Deaf	
Payroll	\$1,092.26
F.I.C.A.	58.80
Postage	.32
Insurance	10.09
Indirect costs	546.13
Telephone	1.32
Total	\$ 1,708.92

Summer Sign Institute	
Travel	\$.95
Postage	.16
Telephone	37.10
Total	\$ 38.21
Grant	Total
	\$23,792.49

Home Office Building	
Supplies	\$ 170.42
Insurance	568.00
Interest	86.40
Mortgage	4,150.20
Repairs and maintenance	58.10
Utilities	973.68
Professional service	35.00
Equipment	304.62
Total	\$ 6,346.42

A Dictionary Of Idioms For the Deaf

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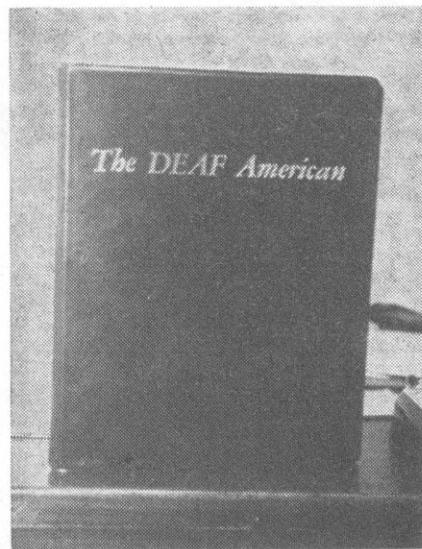
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By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor AMONG THE DEAF

Douglas J. N. Burke, director of the NAD Cultural Program, announces a humor tournament as part of the program at the NAD Convention next summer at Miami Beach, Fla. More later!

* * *

Betty Newman, Riverside, told this one:

Jerry Moers, Denver, Colo., sent his family to Maryland to visit his wife's parents, the Albert Roses, while he stayed home. Grandpa Albert Rose greeted the family at the airport, and looking around, asked his little nine-year-old granddaughter in the party, where her father was.

Granddaughter, looking around, realized for the first time that her father was not with them. Befuddled, she exclaimed that perhaps he was lost.

* * *

Carl Burgoyne Smith, the famed embattled warrior in the cause of freedom in communication means among the deaf, sent a clipping from a newspaper:

At a revival meeting, the preacher talked about virtue and goodness and wound up his sermon by saying, "No one really likes sin. Will everyone who likes sin please stand up?"

Of course, everyone in the congregation remained seated—except one old man wearing a hearing aid, in the rear of the auditorium.

"You like sin, brother?" asked the astounded preacher.

"No," the old man replied disgustedly, "I thought you said gin."

* * *

There was a letter from "A Proud Sister" in Ann Landers' column, mentioning a deaf girl being spoiled rotten by her family, and pleading for an early training of deaf children, such as was being done successfully in the case of a deaf boy, the proud sister's brother.

This drew a response by Ann Landers, "Dear Sister: What a heartwarming tribute, not only to your brother but to your parents. Whenever I hear about the achievements of a person who is deaf I am reminded of the comment by Helen Keller, who was both deaf and blind. I asked her which she would choose, if she could, through some miracle, have one of those senses restored. Miss Keller replied, 'I would choose the ability to hear, because experiencing sound is more vital to a full life than sight.'"

* * *

This excerpt is from Richard Armour's

"Is Dr. Doctor In?", in Reader's Digest, the article originally coming from Family Health:

"There are, in the United States, 13 doctors named Doctor, Doctor or Doktor. I (Richard Armour) made this important discovery while going through the 25th edition of the American Medical Directory. Published by the American Medical Association, this huge volume has 3686 pages, with five columns to a page and very small type . . ."

How did you guess!—we had at Gallaudet the late Dr. Doctor, our own Powrie Doctor, who wasn't a doctor, yet a doctor (pardon me, sorry if I confuse you)—who wasn't a physician that is, but was a doctor in that he was a Ph.D.

* * *

Harry Belsky, Jackson Heights, N.Y., reading Robert Benchley's "Chips Off the Old Benchley," came across the following:

HOW TO TRAVEL IN PEACE

I myself solved the problem of shipboard conversation by traveling alone and pretending to be a deaf-mute. I recommend the ruse to other irritable souls. It is agreed that you must be a Lone Traveler if you hope to avoid having your good ear talked off. Once you are alone, you can then start in on the deaf-mute game. Once you are out on deck, stand against the rail and look off at the horizon. This is an invitation which few ocean talkers can resist. Once they see anyone who looks as if he wanted to be alone, they immediately are rarin' to go. One of them will come up to you and look at the horizon with you for a minute, and then will say:

"Isn't that a porpoise off there?"

If you are not very careful, you will slip and say: "Where?"

This is fatal. What you should do is turn and smile very sweetly and nod your head as if to say: "Don't waste your time, neighbor. I can't hear a word you say."

Of course, there is no porpoise and the man never thought there was; so he will immediately drop that subject and ask you if you are deaf. Here is where you may pull another boner. You may answer: "Yes, very." That will get you nowhere, for if he thinks that he can make you hear by shouting, he will shout. It does not make any difference to him what he has to do to engage you in conversation. He will do it. He would spell words out to you with alphabet blocks if he thought he could

get you to pay any attention to his story of why he left Dallas and what he is going to do when he gets to Paris.

So keep your wits about you and be just the deafest man that ever stepped foot on a ship. Pretty soon he will get discouraged and will pace on the next person he sees leaning over the rail and ask him if that isn't a porpoise 'way off there.

After a tour of the smoking room and signs to various stewards, you will have pretty well advertised yourself as a hopeless prospect conversationally. You may then do very much as you like. Suppose, for instance, that you are sitting at one of the chummy writing desks where you look right into the eyes of the person using the other half. And suppose that those turn out to be something elegant; suppose they turn out to be very elegant indeed. What price being dumb then? Your first inclination, of course, is to lean across the top of the desk and say: "I beg your pardon, but is this your pen that I am using?" or even more exciting: "I beg your pardon, but is this your letter that I am writing?"

Having been posing as a deaf-mute up until now, this recourse is denied you, and you will have to use some other artifice. There is always the old Roman method of writing notes.

If you decide on this, just scribble out the following on a bit of a ship's stationery: "I may be deaf and I may be dumb, but if you think that does not make any difference in the long run, you're crazy." This is sure to attract the lady's attention and give her some indication that you are favorably impressed with her. She may write a note back to you. She may even write a note to the management of the steamship line.

Another good way to call yourself to her attention would be to upset the writing desk. In the general laughter and confusion that would follow, you could grab her and carry her up confidentially that you really were not deaf and dumb but you were just pretending to be that way in order to avoid talking to people who didn't interest you. The fact that you were talking to her, you could point out was a sure sign that she, alone, among all the people on the ship, did interest you; a rather pretty compliment to her, in a way. You could then say that, as it was essential that none of the other passengers should know that you could talk, it would be necessary for her to hold conversation with you clandestinely, upon the boat deck, or better yet, in one of the boats. The excitement of this would be sure to appeal to her, and you would unquestionably become fast friends.

There is one other method by which you could catch her favor as you sat looking at her over the top of the desk, a method which is the right of every man whether he be deaf, dumb or bow-legged. You might wink one eye very slowly at her. It wouldn't be long then

before you could tell whether or not it would be worth your while to talk.

* * *

An Ozark mountaineer named Lissenbee who "was always blabbing things all over town. He didn't tell no lies; he just told the truth, and that's what made it so bad."

One day a talking turtle stopped him on the road and snapped, "Lissenbee, you talk too darn much."

The startled Lissenbee made for the nearest tavern to holler: "I just seen a turtle what talks." Everybody in the tavern hooted in disbelief, but followed Lissenbee nonetheless to the place where the turtle still rested in the shade. The pesky turtle, however, never said a word, and the crowd melted away in disgust.

Lissenbee, broken-hearted, bowed his head in his hands, and muttered, "My reputation is ruined."

The turtle nodded, and said, "It's like I told you, Lissenbee, you talk too darn much."—Laugh Day, Bennett Cerf

* * *

This one came from Livingston, Mont.:

DEAF BOY HEARS TOO

READILY WHEN

COP ASKS FOR MATCH

A man who gave his name as Dale William Gross was passing out slips of paper with a pathetic little story on them about a deaf boy from the school in Helena who was merely trying to make his way in the world.

"He would appreciate whatever anyone gave him."

Among the residents solicited happened to be a cop on his beat who, like any big-hearted person, was touched by this pathetic handicap. The cop merely asked the man for a match, and the man readily responded, whereupon the cop, swallowing his sentiments, took the poor man to the city jail and arrested him as a vagrant.

The next morning the man appeared before Judge Fred Tilton in the police magistrate's court, where he was asked if he could hear. The man gave a silent nod of his head, whereupon the judge sadly consigned him to the city jail for 10 days and then, in addition, fined him \$20.

* * *

**DEAF CHILDREN TO HEAR
WITH THEIR EYES**

Clipping from the Vernon Bircks, Hemet, Calif. (condensed):

James Ott, Baberton, Ohio, has invented a special light (Whisperlite) which will help thousands of deaf children to hear with their eyes. The device, a 100-watt bulb connected to a microphone in an electronic circuit that transforms sound into flickers of light, was invented by a college student and is now being built by his company, the Novar.

The simple device, which looks like a frosted glass globe, has a tiny microphone in its base. It picks up the faintest sound and converts it into flickers of light.

For the deaf, it can replace the sound of a fire alarm, the phone ringing, or a neighbor's cry for help. But by far its greatest use is teaching deaf children how to speak.

"Before I invented the device, teachers had to rely on vibrations for a teaching method," Ott explained. "The deaf child touched the teacher's throat and felt the vibrations when she spoke. Then he would try to duplicate the vibrations himself.

"This method was successful, but very difficult. With this new device, the child can see the sounds he is making. The light, more sensitive to sound than fingers are to vibrations, visually shows what the instructor's voice does and rewards the pupil by registering the sound he makes."

Ott's first device was constructed for a deaf friend at Ohio State University. His friend wanted to get a ham radio operator's license, but in order to pass the test he had to be able to receive messages in Morse code.

Putting all his knowledge of electronics together, James was able to make the light which flickered the dots and dashes and his friend got his license.

The light, which Ott and his friends decided to call the Whisperlite, delighted mothers who could see the baby crying when they couldn't hear.

Elderly people with slight hearing problems could see when the phone was ringing.

Many people wanted the light for a conversation piece because it allowed them to see their own voices.

* * *

I have a clipping from Colorado Springs, no name of sender on it:

DEAF YOUTH

ENJOYS TOUR

ON BICYCLE

Toshihiko Maki is deaf, but that did not keep him from a summer of bicycle touring.

Toshihiko arrived in Colorado to join friends after concluding a 1,200 mile bicycling summer along the West Coast.

On his bicycle he was able to carry enough gear to allow him to travel for three months, including a tent, a sleeping bag and numerous maps.

Toshihiko indicated he did have some difficulty communicating along the trip, since he does not speak. Also, he was often afraid he would unknowingly be approached by dangerous animals while camping at night, since he would be unable to hear their warning sounds.

The most memorable part of the trip to Toshihiko was his journey through Death Valley in June. In the scorching heat he rode his bicycle through the area with only two gallons of water to sustain him.

Toshihiko left Colorado Springs with two deaf friends, Leslie Bruening and Eldon Ragsdale, for Gallaudet College in Washington, D.C., where they will be freshmen.

(How? By bicycle? Paper does not say.)

Editor's note: The following information was received from the Federacion Deportiva Silenciosa Argentina relative to the 5th Latin American Games for the Deaf to be held December 4-10, 1971, in Buenos Aires, Argentina, but came too late to be printed in our September issue.

Our Major Consideration

We are happy to inform you that we are officially inviting you to participate in the 5th Latin American Games for the Deaf that will take place on the 4th to the 10th of December, 1971, in Buenos Aires.

The following games are scheduled

1. Wrestling
2. Basketball
3. Football
4. Swimming and Diving
5. Marksmanship
6. Ping Pong
7. Volley Ball (girls)

It is very important that we confirm your intentions of participating. We have to submit dates and also the number of participants and the events in which they plan to enter.

We would like to have the official address for all correspondence regarding the games.

We hope that you can participate. We await your response and send you our best regards.

Questionnaire

5th Games for Latin American Deaf

The participating countries have to make known their intentions to participate in wrestling, swimming and diving. You must have at least three participants.

We must have received this information before Sept. 30, 1971, at the same time we must be informed of your acceptance or refusal of the invitation of all the American countries (United States, Canada, etc.) thus changing the Latin American Games to Pan American Games.

The United States is very interested in participating. That is why we urge you to vote immediately. The resolution will be acted upon with the majority of the votes received by the 30th of September, 1971. A country to be able to vote must be affiliated with CISS. We will then invite the other American countries.

The rules require that a minimum of three countries must participate (official rules of CISS).

Metro-Washington Southern Titlist

Results of the ninth annual Southern Softball Association of the Deaf tournament at Birmingham on Sept. 4-5, 1971:

Champion: Metro-Washington Association of the Deaf

Runnerup: Potomac Silent Club

Third place: Birmingham

Fourth place: Charlotte

United States Deaf Skiers To Convene In New Hampshire

The United States Deaf Skiers Association will hold its third biennial convention in North Conway, N. H., during the week of February 27-March 4, 1972. Hosted by the Eastern Regional Deaf Skiers Committee, consisting of deaf skiers from New Jersey, New York, Maryland and Massachusetts, the event will feature seven days of skiing at any of five finest Mt. Washington Valley ski areas—Attitash, Wildcat, Tyrol, Black and Cranmore Mountains; ski school classes for all beginners to experts; get-acquainted party; ice skating; evening dancing; captioned movies; ski workshops; business meeting; snowmobiling (a national snowmobile race will be held if more than 20 entries are presented); the National Alpine Ski Race Championships for the Deaf—giant slalom, special slalom and downhill; and awards ceremony and farewell party on Friday night.

For detailed information as to the ski week package rates, write to: Mr. Donald Fields, General Chairman, United States Deaf Skiers Association Convention, 159 Davis Avenue, Hackensack, N.J. 07601. The deadline for room reservations is February 12, 1972.

Any deaf competitor who wishes to race in the National Alpine Ski Race Championships must be a member of a division of the United States Ski Association and must present a classification card showing proper rating from his ski association. Write to Race Chairman Dan F. Miller, c/o United States Deaf Skiers Association Convention, P. O. Box 349, Times Square Station, New York, N.Y. 10036, and ask for a race information kit.

Deadline for the December 1971 issue of **THE DEAF AMERICAN** is November 5. Similarly, the deadline for the January issue will be the fifth of the month preceding publication—December 5.

As his graduate project at San Fernando Valley State College, Emil Lander undertook a study of the structure of the Council of Organizations Serving the Deaf and the existing state and metropolitan councils of organizations serving the deaf.

A copy of his project entitled "Guidelines for the Development and Establishment of State and Metropolitan Councils of Organizations Serving the Deaf" is now available to individuals or organizations interested in forming a council. To obtain a copy, write to the COSD, 4201 Connecticut Avenue, N.E., Washington, D.C. 20008.

National World Games For The Deaf Tryouts At Morganton, N.C.

Mr. Rance Henderson, superintendent of the North Carolina School for the Deaf, has responded with an enthusiastic YES to Chairman Art Kruger's request to hold the 2nd National Tryouts at the Morganton, N.C., institution.

The first National World Games for the Deaf Tryouts were held at the California School for the Deaf, Berkeley, in 1968 and no one can deny that our superior showing in Belgrade was a direct result of the keen competition and eventual selection of the very best among the participants at Berkeley.

Bill Simpson, principal of the vocational department, and Marvin Tuttle, football and track coach, have been selected as co-chairmen of the Morganton Tryouts. An impressive list of honorary co-chairmen is headed by the Honorable Robert W. Scott, governor of North Carolina, with strong support from the following: The Honorable Paul S. Cash, mayor of the city of Morganton; Mr. J. G. Northcott, president, Board of Directors, North Carolina Schools for the Deaf; Mr. Ralph P. Crutchfield, president, North Carolina Association of the Deaf; Mr. Lyon Dickson, president, North Carolina School for the Deaf Alumni Association; Mr. Charles Horton, vice president, Carolina Shoe Company, Morganton, N.C.; Mr. William S. McCord, Editor of **The Bugler**; Mr. Durwood Buck, the **News Herald** sports editor.

The dates for the tryouts are June 28, 29, 30, July 1, 1972. Competition will be in track and field, swimming, wrestling and volleyball. With the exception of wrestling, competition is planned for women as well as men. In tennis, the four top men and four top women tennis players will be asked to compete only to determine each individual's world ranking.

Success of the Morganton Tryouts is already assured as letters are currently being received requesting information and entry blanks. Participation in the tryouts is very important. Winners in Morganton will carry the All-American Deaf label, and will receive priority consideration for selection to the 1973 Malmo team.

Participants in the Morganton Tryouts must pay their own travel expenses to the meet. Local organizations or committees and schools are urged to sponsor the appearance of worthy athletes. Fees for ten meals and four nights' lodging will be \$17.50. An entry fee of \$.50, making a total of \$18.00, must be paid before April 1, 1972, and sent to Chairman Kruger.

For further information and entry blanks, interested athletes and their coaches are requested to write to:

ART KRUGER, Chairman
USA World Games for the Deaf Committee
7530 Hampton Ave., #303
West Hollywood, Calif. 90046

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Gary Washington First Deaf Athlete To Qualify For National Junior Olympics; Did 49.3 In Quarter-mile For New American Deaf Record

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303

West Hollywood, Calif. 90046

The roar of the spectators was deafening as the 19th annual Rocky Mountain AAU Junior Olympic contenders in the final heat of the senior boys 440-yard dash rounded the last curve at Frank C. Potts Field in Boulder, home of the University of Colorado, July 10, 1971.

In front by a healthy margin and loping down the straightway with confidence was 17-year-old Gary Washington of the Colorado School for the Deaf. One of the top five high school sprinters in the state, Washington had come into the competition with local victories in the 100, 220 and 440 and already had tied the RMAAU meet record for the 100-yard dash with a 9.7 clocking in the preliminaries.

Suddenly the crowd's cheers became shouts of warning. Out of the pack, some 20 yards back came Chuck Malito of Lakewood. Sprinting as if it were a new race, Malito cut into the leader's advantage.

The fans leaped to their feet. Their frenzy mounted, their frustration grew, as Washington remained oblivious. Washington naturally didn't hear the shouting. He naturally couldn't hear his panting. He naturally hadn't heard the gun which started the race.

Finally out of the corner of his left eye, Gary caught sight of Malito. Only then did he sense possible doom. A look of anguish passed over Washington's face. By then, the finish line was less than seven yards away. Mustering full strength, the CSD athlete lunged forward to nose out his rival, 49.6 to 49.7 seconds, reducing the meet record time of 51.4 established last year.

The victory was unprecedented in Junior Olympic history because Washington became the first deaf athlete to qualify for the National AAU Junior Olympic Championships.

And this fleetfoot, running for the Denver All-Stars, gained double distinction in the senior boys sprints as he was the only double record-setter of the regional Junior Olympic meet. He matched the 100-yard dash record of 9.7 in the preliminaries which was entered into the record book 10 years ago by Charles Morton of the Denver All-stars. Gary was finally beaten for the first time this year in this event as he placed third in 10 seconds flat. The Denver Flyers' Bert Chism won the century in 9.8 seconds as second, third



BOB BACKOFEN of Rockville, Conn., runs to a second place finish in the half mile in 2:01.1. Backofen, who also runs the mile, is captain of the Rochester Institute of Technology cross country team this fall. He is the first National Technical Institute for the Deaf student elected to a captain's position at RIT.

and fourth place finishers were all timed in 10 seconds flat.

On August 9, 1971, Gary Washington was among the more than 550 boys and girls arriving at the Air Force Academy to compete under the sponsorship of the Quaker Oats Co., for national honors in track and field, swimming, diving, gymnastics and judo.

Washington couldn't hear the cheers but that didn't matter. The important thing for him was providing something to cheer about for the 27 members of his family assembled at the national meet for a "reunion" from across the nation.

The first deaf athlete to qualify for the national Junior Olympic competition, Gary became the annual meet's first deaf placewinner Thursday, the 12th, when he finished sixth in the quarter-mile with a time of 49.3 seconds for a new American Deaf record. The clocking was three-tenths of a second faster than his effort in the preliminaries.

Washington's mother, Mrs. Leon Harris, was one of the "cheering 27," in the crowd of several thousand. It was the first time she had seen Gary run this year. One of her younger sons had the measles when Gary was a triple winner in the Colorado State High School Class A meet, and the other one had chicken pox

at the time of the Rocky Mountain AAU Junior Olympics in Boulder, where Gary gained his berth in the nationals. Although she was well-represented at the previous two meets by her sister and brother-in-law, Mrs. Harris decided to make certain her son had an impressive rooting section for his national debut. Her parents came down from Montana, her sister journeyed to Denver from New Hampshire and other relatives gathered from the West Coast and Midwest.

It was a tension-laden day for the family. Gary drew the outside lane 7 in the preliminaries, a spot where it's easy to think you're ahead until it's too late. Washington made that mistake. Unaware the field was with him until the final 110 yards, where he lost the stagger of the start, he had to go all out to make the finals. Only the first four in each heat qualified. He was fourth. For the finals he was seeded in lane 6. The winning time of 48.1 was recorded by Steve Williams of the Bronx, N.Y., running in lane 2. **And this was Gary's first loss in the 440 this year.** Anyway, Washington had the largest personal cheering section of any contestant in the national competition as 27 people were rooting for him.

ANN REIFEL ALMOST MADE IT TO THE NATIONAL JUNIOR OLYMPICS

Ann Reifel, a sophomore at the Indiana School for the Deaf from Anderson, was double winner at the Indiana State AAU Junior Olympics held at Fort Wayne on Saturday, July 17, 1971, when she took the 80-yard hurdles in 11.1 seconds and put the shot 34 feet, 4 1/4 inches. With her twin triumphs, Ann earned her berth in the Regional Junior Olympics staged July 24, 1971, at Detroit, Mich.

And Ann almost made it to the nationals. After taking first in the 80-yard hurdles in the preliminaries and again in the semifinals, Reifel placed third in 10.9 in the finals. There were two false starts in the finals, and we agree that Ann lost it there for she had a very fast start out of the blocks that time, but someone jumped the gun. The first place winning time was 10.5, taken by a young Negro gal. Ann placed fifth in the shot put.

We knew Ann was disappointed not to go to Colorado Springs, but we were glad she did as well as she did. Ann will keep practicing and be ready for the National World Games for the Deaf Tryouts at

Morganton, N.C., next year. After the Detroit meet she went to the Junior NAD Camp at Swan Lake, Minn., and had a good time.

Another girl was a participant in the Junior Olympics. She is Ruth Sandra McLennan, a sophomore at the American School for the Deaf. She surprised us by taking first place in the long jump with the distance of 17 feet, 1/2 inch, at the Connecticut State Junior Olympic track and field championships held in Middletown on July 10, 1971. Her winning effort is a new American Deaf record for women, and is 1/4 inch better than the mark made by Antonina Redkina of Russia who won a gold medal in the long jump at the Yugo 69 Games.

Then Ruth went to Buffalo, N.Y., for the Regional AAU Junior Olympics on July 17, 1971, and placed fifth, and failed to qualify for the final trials by only 1/2 inch even though her fifth place jump exceeded the other 17 jumpers. First place was 18 feet, 3 inches, which was a new meet record.

According to her coach, Al Couthen, Ruth Sandra McLennan is a scholar-athlete. She won a most valuable player trophy in her first year as a member of the girls varsity basketball team last winter. She is one of the top students in her class.

P.S. The former American Deaf standard in the long jump for women was 17 feet set by Mary Ann Manska of Jackson, Miss., in 1965.

SUZY BARKER RAN FANTASTIC 10.2 80-YARD HURDLES AT STATE TAAF

Now 17 years old, Suzy Barker of Lubbock, Texas, is still GREAT. At first we were worried about her because she did not do so well in track at the Texas School for the Deaf the last two years. However, this past summer Suzy proved that she still is one of the world's top deaf tracksters. Now she is more enthused than ever and is very eager to return to the World Games for the Deaf in 1973.

Suzy, her blue eyes squared with blonde long hair falling to her shoulder, was great in the senior division of the Texas Amateur Athletic Federation competitions. She had little competition in the senior division of the Lubbock TAAF meet as she picked up four first places in the four events she entered. Lubbock's top female trackster won the long jump, 60 yard low hurdles, the 100 in 11.6 and the 220 in 26.4. **And in the State TAAF finals in Fort Worth, July 24-25, 1971, Suzy won and set a new state record in the 80-yard hurdles in 10.2. This time is FANTASTIC!** Since 80 METERS is equivalent to 87.52 yards, Suzy could run the 80 meter hurdles in 11.3, which would be better than the World Deaf mark of 11.6 set by Nina Ivanova of Russia at the Yugo 69 Games. Suzy also placed second in the shot put and fourth in the 100-yard dash at the state finals.

Suzy Barker is still remembered as the first woman from the United States to win four medals at the World Games for the

Deaf at one time, and that was two years ago when she was 15 years old. Her personal war on the Yugo medal market started with a gold medal in the 200-meter dash, with a winning time of 26.0 seconds. Her silver medals came in the 80-meter hurdles and as a member of the second-place USA 400-meter relay. She added the bronze medal for a third in the 100-meter dash.

Now Suzy has all the confidence in the world in herself. "It was the first time I'd been up against competition like that at the Belgrade Games," she said. "But I'll be ready for them at the Malmo Games in 1973. I want to win four gold medals."

Since Suzy is very strong, we think she would make a fine pentathlon competitor. The pentathlon for women at WGD consists of five events—200 meter dash, 80 meter hurdles, long jump, high jump and shot put. She's already good in four events and we have yet to know how good she is at high jump. When we told her about this she was quite excited.

P.S. If Suzy had competed in the 5th annual National AAU Junior Olympics at Colorado Springs, she would have won the 80-yard hurdles, as her 10.2 time was better than the first place time of 10.4 won by Bobbette Krug of La Jolla, Calif. Competitors from throughout the 50 states and Guam competed in the annual meet. Next year's meet will be at Seattle, Wash.

TRAIN IN THE SUN

What do you do when there is a sizable amount of the year's 150 inches of snow left on the ground? You don't have enough room to work inside and you really have to shape up your track team for the spring season.

You do what Coach Pete Todd does each year with his Rochester Institute of Technology team . . . take it to sunny Florida for a two-and-a-half week stretch and to compete in a couple of meets.

That's what RIT did last spring and Todd wound up their stay in the Florida Relays at Gainesville, but this RIT team and the school is a little more special than the ordinary team.

Of the 11 athletes he brought with them, three are deaf and attend the National Technical Institute for the Deaf (NTID). Coach Todd is determined to make integration successful in athletics.

And the 11 athletes formed the nucleus of his 1971 41-man squad that whipped Edward Waters College in Jacksonville a week prior to the Florida Relays. Todd and his troops spent one day at the Florida School for the Deaf, talking to classes and working out with Coach Henry White's track squad.

Todd, who has compiled an amazing 38-4 record in his five seasons as head coach, had a communication problem with his deaf athletes when he first came to RIT that since has been solved.

"On our relay teams," Todd explained, "when you tried to tell the boys that they had to start in lane three and stay there until the first curve, I couldn't make them understand.

"They would stay in lane three," he said, "and the second boy, who could cut in as soon as he got the baton, also stayed in lane three all the way around. Well, by the time I finally got everything explained, we were about 40 points behind."

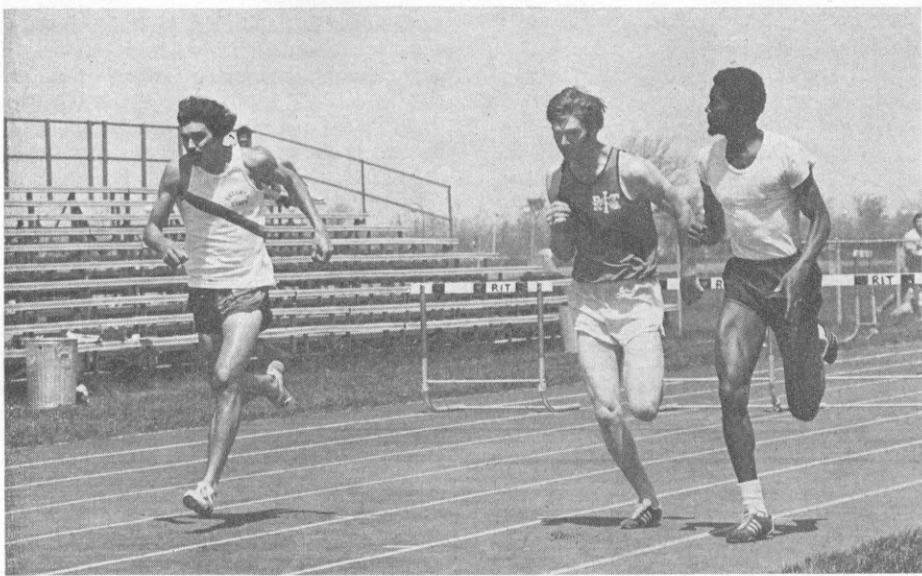
So last year Todd spent eight weeks in class learning the language of signs in order to communicate with his athletes and now the barrier is wiped out for the affable 33-year-old coach. His effort was a labor of love.

After three years of RIT training in Florida (at Camp Belle Ridge near Hawthorne), Todd brought his deaf trackmen along. But in that span, RIT has responded with a super 27-1 record and three upstate New York championships.

"The conditioning in Florida is a major



ONE OF THE WORLD TOP DEAF WOMEN HURDLERS—Suzy Barker of Lubbock, a 17-year-old student at the Texas School for the Deaf, clears a barrier in the senior girls 80-yard hurdles race at the Texas Amateur Athletic Federation (TAAF) track and field championships held at Fort Worth, July 23-24, 1971. Suzy went on to win this event in a fantastic time of 10.2 for a new state record. This would mean she would run the 80 METER hurdles in 11.3 which would better the World Deaf Mark of 11.6. She also did very well in four other events, especially 11.6 in the century and 26.5 in the 220. (Photo by Milton Adams of Lubbock Avalanche-Journal.)



Albert Dial, a graduate of the Washington State School for the Deaf, but now of Mentor, Ohio, pushes down the homestretch of the 440-yard intermediate hurdles at Rochester Institute of Technology. The National Technical Institute for the Deaf student was the number two hurdler on a college team that finished 13-0.

factor in our success," declared Todd. "We come into the early part of the season in much better condition than any of our opponents. The boys understand from the beginning that this is not a social time and we work hard . . . very hard.

"And with the training we got in Florida and the excellent talent returning we were able to complete our '71 campaign undefeated in 13 meets." This was the third straight unbeaten season for Todd and his Tigers. Now Todd has compiled a sparkling 40-1 record the last three seasons and 50-4 since he became head coach six years ago.

One of his deaf team members is Tony Spiecker from Miami, Fla., an outstanding performer in the 440 and sprints. He tied the school freshman record for the indoor 50-yard dash—5.6. Tony ran the 440-yard relay, the 220-yard dash, the 440-yard dash and anchored the mile relay team in every meet.

Two other top deaf performers on the Tiger squad this year were Bob Backofen of Rockville, Conn., half-miler, and Albert Dial of Mentor, Ohio, hurdler. Both Backofen and Dial are juniors this fall while Spiecker is a sophomore. And they all ran the mile relay with one hearing boy all season. They won 10 of 13 meets, with their best time being 3:27.8.

Spiecker did 22.0 flat in the 220 and 51.0 flat in the 440 this year. Dial was the number two hurdler on the RIT team and did 15.4 in the 120-yard high hurdles and 57.9 in the 440-yard intermediate hurdles, while Backofen improved his sophomore year in the 880-yard run to 2:01.0.

With the consistent improvement of the NTID for the Deaf trackmen, we feel they should make some impact in the National WGD Tryouts in North Carolina next year.

Bob Backofen was the first deaf runner to be named captain of an RIT athletic team when the RIT cross country squad

elected Bob as harrier captain for this year.

"It may be a first, but we don't feel it is strange," said Coach Pete Todd. "Deaf runners have become important members of RIT's track and cross country teams. Bob has displayed the leadership ability that all of our runners respect. That is why they voted for him."

Backofen, 21, on the other hand, isn't captain of just any ordinary cross country team. Todd's Tigers were 13-3 last year, 31-7 over two years and 73-30 since Coach Todd took over the program six years ago.

"Bob is a self-motivator," Coach Todd evaluates. "He has had to put out more than most hearing students to get this far. While Bob Backofen benefits from his individual successes, RIT's cross country team will benefit from having this deaf athlete as captain."

Although Backofen played football, basketball and ran track at the American School for the Deaf at West Hartford, Conn., his primary interests now are track and cross country. His long-range goal is to compete for Uncle Sam at the World Games for the Deaf in Malmö, Sweden, in 1973. He was NTID 1969-70 Athlete of the Year.

"Coach Todd and the team have made me feel at home from the very beginning," the architectural drafting major pointed out. "They tried to communicate by learning the language of signs and fingerspelling and Coach Todd worked harder than anyone."

Another impressive part of the RIT group is Jack Smith, a former sports editor in the Pottsville, Pa., area who is now the NTID Public Information Officer.

We have him to thank for the information on deaf athletes at RIT and also those photos. Jack bowls, shoots golf in the mid to low 90s, pitches for the RIT faculty-staff softball team (he was 7-1 last year) and helped win the title, and coaches. A lot of people do the same thing, but not from a wheelchair. He also plays for a wheelchair basketball team.

STANLEY MALS RUNS 1:56.7 HALF MILE

Gallaudet College, coached by Tom Berg, did much better in the Mason-Dixon Conference track and field championships held at Roanoke College, Salem, Va., May 14-15, 1971, as it placed third.

Final scores of the conference meet:

Towson State College	67½
Bridgewater College	41
Gallaudet College	34
Hampden-Sydney College	33
Western Maryland College	23
Roanoke College	21½
Johns Hopkins University	20
Loyola College	13

Gallaudet thinclads who scored points in the conference meet were as follows:



Rochester Institute of Technology track coach Pete Todd discusses strategy with his top 220 and 440 man, Tony Spiecker (center) of Miami, Fla., and Bob Backofen of Rockville, Conn., who runs the 880 and mile.

Stanley Mals of Miami, Fla., covered the 880-yard distance in 1:56.7 for FIRST place, fastest in the nation among deaf athletes this year; Harold Foster of Oakland, Calif., took first in the 440-yard dash with an 49.8 time, finished third in the 220 in 22.7, and cleared the high jump bar at 6 feet for second place; Johnny Samuels of Gainesville, Fla., put the 16-pound shot 44 feet, $\frac{3}{4}$ inch for third place, while Francis Aquila of Omaha, Neb., was fifth at 42 feet, $3\frac{3}{4}$ inches; Herman Buckman of Jacksonville, Fla., placed second in the triple jump at 43 feet, $11\frac{3}{4}$ inches, even though he had an excellent 46-plus jump but was a foul by $\frac{1}{2}$ inch; Steven Heffley of Battle Ground, Ind., ran the mile for fifth place in 4:41.9, and the Gallaudet foursome composed of Myron Greenstone of Van Nuys, Calif., Stanley Mals, Mike Dunham of Mount Dora, Fla., and Harold Foster was the surprise winner over several colleges considered the favorites to win the mile relay event winning in 3:23.0 for a new American Deaf record.

Bennie Fuller Again . . .

Bennie, East Ramble In, 95-85. He Hits 26, Is Top Player

Bennie Fuller, the magnificently poised sharpshooter from the Arkansas School for the Deaf, fired up a sluggish East offense in the second half and led his team to a 95-85 win over the West in the Arkansas High School All-Star basketball game in Barton Coliseum, in Little Rock, Saturday, August 7, 1971.

Fuller, who finished with 26 points that Saturday afternoon, averaged 51.9 points per game this past winter, highest per game average in the nation. He scored 102 points in one game last winter.

Fuller's 26 was just five shy of the All-Star record. Almer Lee, who played at Fort Smith Northside High School, scored 31 points in the 1968 game. Fuller was named the Most Valuable Player in that all-star game and it was an extremely popular decision.

East coach Jim Haney of Jonesboro High School lifted his 6-2 star with 2:07 to play with the bigger East leading, 89-77. Fuller was greeted with thunderous applause as he left the floor.

Time was called, and the announcement was made that Fuller had been named MVP. One by one each of his East teammates came by to shake Bennie's hand. Even the starters from the West came over to offer congratulations.

East teammate Nelson Ennis of Russellville High gave Fuller a ceremonial ride on his shoulders. Bennie raised his hand in triumph and bowed to the crowd.

Houston Nutt, coach at ASD, came to the East dressing room after the game and using signs relayed writers' questions to Fuller. "I'm very happy," Fuller told his coach. "This is an unbelievable day. I never dreamed something like this would happen to me."

Fuller was on the East second team but played throughout the second half, spell-



RUTH SANDRA MCLENNON, a sophomore student at the American School for the Deaf, broke the American Deaf record in the long jump for women when she did 17 feet $\frac{1}{2}$ inch at the Connecticut State AAU Junior Olympics last summer, good for first place.

ing the ill Don Scaife of Helena High. Scaife was struck with an acute case of tonsilitis and played Saturday with a slight fever. It was obvious he was not at full strength.

"I'm so glad Bennie could come in and get the job done," said Coach Haney. "Scaife was in no condition to go the entire game, and Bennie did some kind of job. He really gave us a lift the second half, and we needed it."

The East, which broke a four-year losing streak, led 38-35, going into the final half. The first half was divided into three periods, with all 15 players on each squad getting playing time.

The first teams played the first six minutes, and the East led by only 8-6 at the end. When the second teams were finished the East led, 29-26, and the East third team maintained the three-point margin to end the half.

Scaife was on the bench to start the second half. Haney went with Fuller. "I really wasn't sure about starting Bennie the second half," said Haney. "But he scored eight points the first half and had played good defense. I decided to go with him."

Ricky Medlock of Cave City High, who will play at the University of Arkansas this winter, got the East off and running with a pair of layups in the first minute.

Big Maurice Scarnrough of Little Rock Mann High, who along with Robert Walker of Blytheville High controlled the boards on both ends of the floor, dumped in a jumper and a free throw and with 7:56 left in the quarter, the East lead was at 45-38.

Fuller tipped in Scarbrough's missed jumper at 7:13 and the bulge was up to nine points, 47-38. The East got it to an even 10 points, 49-39, when Little Rock

McClellan High's J. H. Williams made a clean steal and dribbled half the length of the floor to drop in a layup at the 6:46 mark.

The West put on an offensive push of its own in the next two minutes and closed it to 51-46 with 4:45 left.

But Fuller hit a jumper and the top half of a one-and-one to get the East back to a 54-46 margin.

Fuller tipped in another missed shot, hit both ends of a one-and-one and stole a West pass and fed Medlock for an easy layup to get the East a 62-51 lead with 2:14 left in the quarter.

Most of the 6,384 people jammed into the Coliseum were standing and applauding when Fuller led his team off the floor at the end of the quarter. For all practical purposes, he had won the MVP award.

Bennie scored seven points the final quarter, and Scarbrough collected eight. Together they held off any West comeback hopes. The largest East lead was the 13 points in the final 10 minutes, and the closest the West was able to get was eight. Medlock and Scarbrough, who will play at Ouachita College, finished behind Fuller with 12 points each. Williams and Scaife, who will both play at Arkansas State University, followed with 9 and 8 points, respectively. Swift Larry Banks of Stephens High, who will also play at ASU, led the West with 15 points.

Jim Atkinson, basketball coach at Pensacola, Fla., Junior College, saw Bennie Fuller, his future star, for the first time Saturday afternoon—he was impressed.

"It's the first time I've seen Bennie play in actual competition," said Atkinson, a native of Fordyce and former Arkansas AM&N football player. "He really showed me something and there. He'll make us a fine player and based on what I saw today, he'll start for us."

Fuller plans to study graphic arts (printing) at Pensacola JC but will not be able to transfer any credits to a senior college, Atkinson said. He will be awarded an associate degree upon completion of the vocational course, and if he decided to go on to senior college, would have to begin again, as a freshman. He would have two years of eligibility left.

Atkinson takes over this season as basketball coach after spending four years as baseball coach and three as swimming coach at the school with an enrollment of 7,500 students. Pensacola JC had a 13-15 record in basketball last winter.

NAMES IN THE NEWS: Ever since the United States table tennis team was allowed to visit Red China, the humble sport of ping pong has been growing in prestige and popularity everywhere. Fortunately for us, we have an able representative of the sport in **James S. Cartledge** of San Antonio and recent graduate of the Texas School for the Deaf, won the San Antonio Class A city-wide tournament, winning 15 games and competing against 75 other players. His scores for

the final games were 21-11, 1-21, 22-24, 24-22 and 21-7. And on June 5-6, 1971, he competed in the Texas Amateur Athletic Federation state tournament and took runner up honors. The scores of the final games were 19-21, 22-20, 5-21, 32-30, 26-28. He competed for the United States at the Yugo 69 Games, and is now a student at Lee College in Baytown, Texas. . . . **Gerhard Sperling** of East Germany, who is the world's No. 1 deaf walker, took second place in the opening day of the European Track and Field Championships (hearing), on August 10, 1971. He was nosed out by a Russian walker for first place by just 9 seconds, 1:27:20.2 to 1:27:29.0 . . . **Viatcheslav Skormarokhov** of Russia was the other deaf athlete participating in the European meet. He placed first in the preliminaries of the 400 meter intermediate hurdles in 50.5, but failed to make the finals. He also competed for Russia in the recent USA-USSR meet held at Berkeley, Calif.

Awards To Deaf-Blind Students

The Perkins Institute for the Blind announced the presentation of cash scholarship awards last June to three outstanding deaf-blind students at Perkins. The awards were personally provided by Joseph Wiedenmayer from the sales of his booklet for the hearing impaired titled **WHAT? LISTEN, PLEASE!**

IMPORTANT ADDRESS CHANGE

After December 1, 1971, mail should be addressed to the National Association of the Deaf at 814 Thayer Avenue, Silver Spring, Maryland 20910. This is also the address for **DEAF AMERICAN** subscriptions and address changes.

A New Concept In Deaf Organizations—NIID

The Parent-Teacher Association is an old and familiar organization pattern in almost every community in the United States where there are grade schools. Many state schools for the deaf have similar organizations of parents and teachers interested in the welfare of their deaf pupils. As a further help in motivating the parents and their children, it would be desirable to have deaf adult members of the communities in these organizations.

However, since the PTA's tend to be teacher-oriented, it would be more practicable to have a separate organization of parents of deaf children and the deaf adults in one or more communities. In this way, both the deaf and the hearing individuals could work together to their mutual advantage. The parents would obtain a better understanding of the problems of the deaf children by associating with the deaf adults. In turn, the deaf adults who are interested in improving the educational opportunities of the deaf would gain the support of the parents in their efforts.

To use a rather trite expression, Nebraskans Interested in the Deaf (NIID) may be said to be an idea whose time has come. In October 1970, a small group of parents of deaf children met with a nearly equal number of deaf adults to investigate the desirability of starting a new organization. An interpreter was present to help all persons present to understand the proceedings of the meeting.

At the initial meeting, temporary officers were elected to be responsible for handling the organizational duties of the group. Marvin Rhodes, father of a deaf boy at the Nebraska School for the Deaf, was elected president. Mrs. Katherine Flowers, who has a deaf daughter at the Nebraska School for the Deaf, became the secretary and Mrs. Irene Leavitt, a graduate of the Nebraska School for the Deaf, was elected treasurer. At subsequent meetings, these three were appointed to their respective offices for the first year of the organization's existence and John Reed, a graduate of the Nebraska School for the Deaf and Gallaudet College, was elected vice president and president-elect.

At the second meeting, the name of the group, Nebraskans Interested in the Deaf, (NIID), was approved. As the name implies, all persons, deaf or hearing, who have reasons to be interested in the problems of the deaf, are welcomed as members.

The constitution of the group states: "The purpose of the NIID will be to support the Nebraska School for the Deaf; to promote the work toward educational, vocational and social improvements for all of the deaf of Nebraska. This may include summer school programs and employment, improved vocational training for the adult deaf, education of the general public as to the needs of the deaf and support of legislation concerning the deaf."

Membership dues in the association are \$3.00 per family group and are intended to cover only a part of the expenditures of the group. Fund raising activities will be planned to obtain additional money as the need arises.

The association has at present two chapters, one in Lincoln and one in Omaha. It is hoped that sufficient interest will be shown that an additional chapter or two can be formed in other localities in Nebraska. The chapters plan monthly meetings with state wide meetings once or twice per year.—John S. Reed.

(Editor's Note: John S. Reed recently retired after 40 years with the Lincoln (Nebr.) Telephone and Telegraph Company. As plant methods supervisor, he contributed articles to **Telephone Engineer and Management**, a trade publication. His son, Richard D. Reed, is principal of the Missouri School for the Deaf.



VAGABOND TOURISTS—David A. Davidowitz, second from extreme right, conducted this group of American tourists to London, Rome and Paris last summer. Kneeling, left to right: Last, Marks, Ferrara, Mr. and Mrs. Clarke, Casagrande, Dahl, Hensley. Standing, left to right: Miss Coretti, Mrs. Davidowitz, Miss Curtis, Mrs. Blonsky, Mrs. Hensley, Mrs. Marks, Brodow, Mrs. Willis, Buck, Mrs. Hershkowitz, Hershkowitz, Miss Walsh, Mrs. Johnson, Miss Mazara, Johnson, Mrs. Hammarschlag, Mrs. Wurdemann, Hammarschlag, Mrs. Abrams, Mrs. Casagrande, Wurdemann, Miss Auerbach, Mrs. Bulkauskas, Miss Seigal, Miss Szuba, Davidowitz, Mrs. Underhill.

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Mr. Paul Consoer, lay pastor
Church 688-0312; Home 621-8950
"South Florida's only deaf congregation"

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Rae deRose, parish worker
Worship every Sunday—9:30 a.m.
Bible class every Wednesday—7:30 p.m.

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Bible Class: 11:15 a.m.
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August L. Hauptman, pastor
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Other Denominations

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Worship Service, 10:30 a.m.
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Service signed and spoken — Come as
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Vito Manzella, vice president
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National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770
Ben Estrin, Secretary-Treasurer
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* * *

Information re: local activities, write to
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21209

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